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ABSTRACT

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the unique approaches models: the Academic Internship Program in North Carolina. This 23-year old program, which operates in all 14 Charlotte-Mecklenburg high schools, provides more than 500 students a year with the opportunity to explore career or academic interests through Internships with government agencies and businesses. Students spend a minimum of 45 hours in unpaid internships, and receive elective academic credit and a grade. Group internships teach students about all aspects of an industry. For example, the law group internships provide seminars for students to learn about all types of law and the role of the judiciary. Students also spend 13 hours in courtroom observation. An active advisory board of volunteers represents diverse segments of the community. The information packet includes a description of the program's activities, program evaluation information, a planning guide, a sponsor's guide, a short videotape describing the program, and a curriculum guide. (CR)

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EC 308142

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches

The National School-to-Work Office has been collaborating with the National Association for Gifted Children, The Council for Exceptional Children, The Association for the Gifted, and the Council of State Directors of Programs for the Gifted on a national effort to identify exemplary Gifted Education/School-to-Work (STW) models. Our purpose has been to forge new relationships between the STW and gifted education communities around common and critical goals: teaching rigorous and relevant academic skills, identifying and developing talent, and guiding career development. We believe sharing these practices will expand learning opportunities for all learners by building an even richer and more inclusive STW system, and by "raising the bar" on learning and teaching for all students.

We use the term "gifted and talented," which is broader than "academically talented" (used in the School-to-Work Opportunities Act), because state definitions of giftedness mostly use some variation of the current federal definition, which is (1988 Jacob K. Javits Gifted and Talented Students Education Act):

> *Children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.*

Last year, letters were sent to state-level STW and gifted education directors and association leaders to help identify gifted education models that also exemplify STW. Submissions were also requested on all gifted education Listservs. We received 23 competitive submissions.

A technical review process was used to ensure that all submissions were thoroughly and impartially evaluated. An outside review panel was assembled which comprised experts in gifted education and STW. Their experience included state gifted education and STW leadership, local STW program evaluation, and post-secondary gifted education research. All submissions were evaluated according to criteria consistent with guidelines made available to all applicants.

Five **Best Practices** and six **Unique Approaches** were selected by the panel. The designation "Best Gifted Education/STW Practice" signifies excellent progress in implementing a comprehensive STW system that challenges high achieving/gifted and talented students. The designation "Unique Gifted Education/STW Approach" recognizes a unique program element. Unique Approaches did not present all key components of a comprehensive STW system (school-based, work-based, and connecting activities), or provide sufficient information about how gifted and talented students are served.

Programs evaluated as very strong:

- specifically serve gifted and talented students;

• demonstrate a school-based learning component that supports and builds on a work-based learning component, and provide students with high level academic and technical skills and opportunities for career exploration and guidance;

• demonstrate a work-based learning component connected to academic classroom learning, and prepare students for the diverse skills needed in today's high-performance workplaces;

• present connecting activities that build and maintain linkages between students, educators, the workplace, parents, and others in the community;

• provide evidence about effectiveness, including indicators that it could be replicated in diverse settings throughout the country; and

• address identified priorities such as strategies to: improve math and science achievement, serve gifted students in rural and urban areas, enhance middle school achievement, and promote linkages with institutions of higher learning.

A brief description of one of the 6 **Unique Approaches** follows:

ACADEMIC INTERNSHIP PROGRAM (NORTH CAROLINA): *Unique Approach: Group internships in such fields as law, medicine, radio television, journalism, and engineering.* This 23-year old program, which operates in all 14 Charlotte–Mecklenburg high schools, provides more than 500 students a year with the opportunity to explore career or academic interests through internships with government agencies and businesses. Students spend a minimum of 45 hours in unpaid internships, and receive elective academic credit and a grade. Group internships teach students about "all aspects of an industry." For example, the law group internships provide seminars for students to learn about all types of law and the role of the judiciary. Students also spend 13 hours in courtroom observation. An active advisory board of volunteers represents diverse segments of the community.

CONTACT INFORMATION

Ms. Joyce McSpadden, Lead Coordinator, Charlotte–Mecklenburg Schools, 700 East Stonewall Street, Suite 402, Charlotte, NC 28202, (704) 343-6200.

Sandy Berger - Q & A Mentor Program

From: Sandra Berger <sandraberger@erols.com>
To: Sandy Berger <sandyb@cec.sped.org>
Date: 09/28/2000 3:55 PM
Subject: Q & A Mentor Program

Questions and Answers about the Mentor Program

Question: Lorraine Kleinwaks
Reponse: Jill Reilly, Ed.D.

1. How are students identified for the program?

Information about program in course registration and informational meetings. Students can apply on their own or a teacher or parent may encourage them to apply. They are interviewed and screened for high ability in the mentorship area, motivation, and independent work skills. See Mentorship, by Jill Reilly, Chapter 2.

2. Any data on the target population (age, grades, ethnicity, male/female), and the numbers of students who have participated?

Grades 10--12 for seminar
Grades 11--12 for Field Experience
Current data on participants is available from Frances Potts; ISD 196
More women than men tended to participate in the first eight years, partly due to a desire to gain experience in non-traditional careers. In early years, ethnicity ran proportionately to the percentage of ethnic groups in the area.

3. Any data that shows that what you are doing has raised academic achievement levels?

See Chapter 8. Students performance in Mentor Program was generally excellent regardless of their grades. After participation in the program, many students achieved better grades overall. Mentors consistently assess the students' level of learning in their Mentor Program focus areas as first or second year of graduate school.

4. What do parents think about the program? How involved are they?

Parents saw the benefit of this program more rapidly than educators. They expressed concerns about school-to-work transitions in 1985. Parents are strongly encouraged to attend an orientation meeting. We averaged 95% attendance at these meetings. Parents are asked to help identify mentors, if not for their own children then for others in the program. This helped expedite students' placements.

5. What have been the biggest challenges/barriers? What are then most critical factor(s) people should know in setting up this model? How long did it take? Staff qualificatio9ns?

See Chapters 5 and 6. The biggest barrier to establishing this program is that teachers don't necessarily come prepared to deal with all aspects of the program--teaching the Seminar, finding mentors, placing gifted students. They will need to read through the material or contract for training, then establish any support systems they need to accomplish their goals.

6. What do STW coordinators need to know about this model?

It makes an enormous impact on the lives of the students and mentors who participate. The gifts received through this program can and do last a lifetime.

7. Characteristics of the model that really meet the needs of GT?

Chapters 1 and 8. Challenging learning at the students own pace in the students "passion"; uniquely addresses multiple intelligence and individual style of learning.

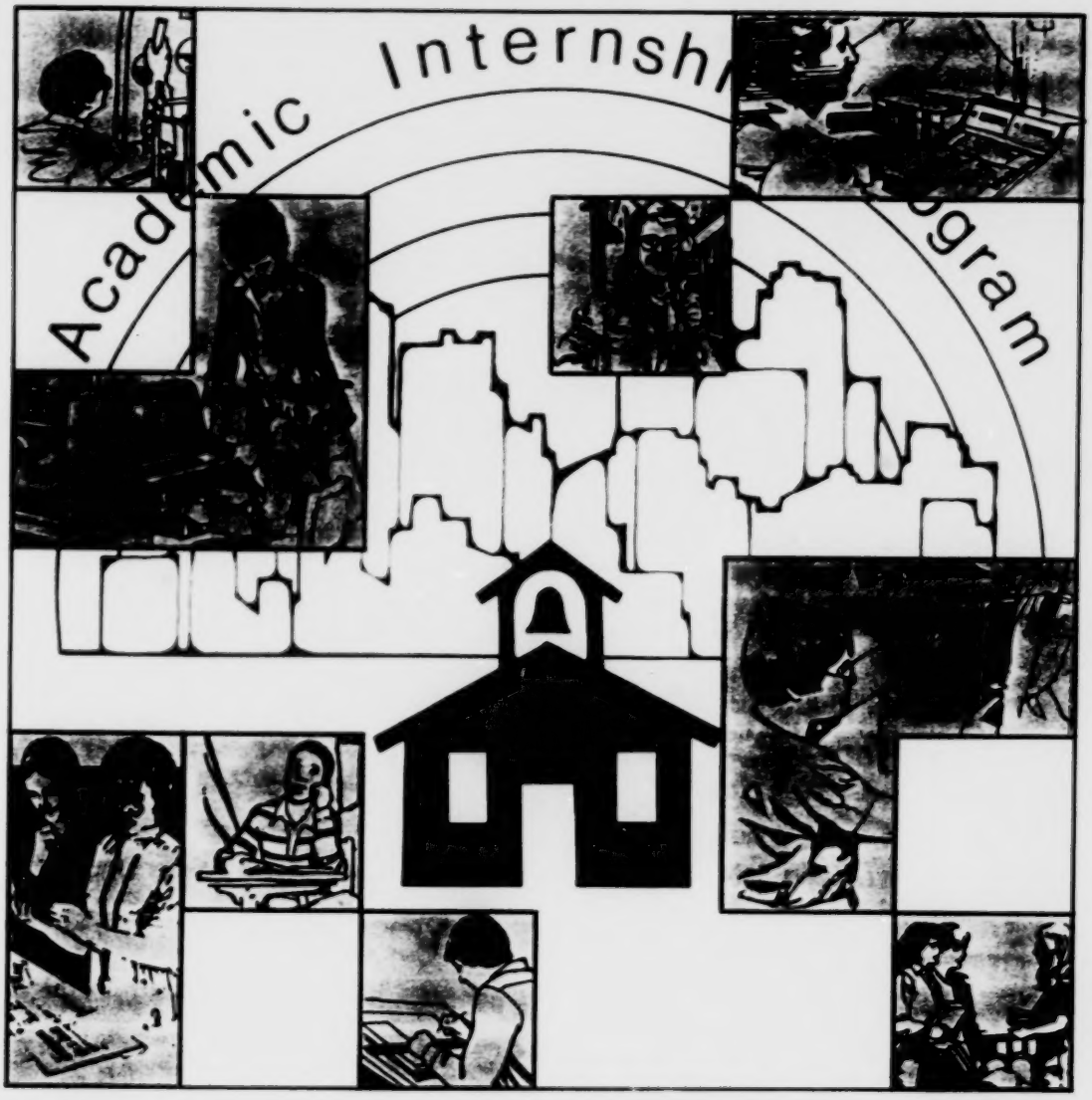
8. Any data on program evaluation?

See Chapter 7 and ask Frances Potts.

CONTACT INFORMATION

Please provide complete contact information at the other schools where

your model has been adopted, and anyone else you feel is appropriate to be contacted. Also, please provide a few sentences describing where your model has been adopted. The submission gives the impression (clearly incorrect) that the model has only been implemented at Dakota County Technical Center.



Academic Internship Program
SPONSOR'S HANDBOOK

ACADEMIC INTERNSHIP PROGRAM

Sponsor's Handbook

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NOTICE

The Charlotte-Mecklenburg School System does not discriminate against any person on the basis of sex, race, color, religion, age or disability in any of its educational or employment programs or activities.

Academic Internship Program
Charlotte-Mecklenburg Schools
Walton Plaza
700 East Stonewall Street
Charlotte, North Carolina 28202
Telephone (704) 343-6200
Fax (704) 343-6202

Eric J. Smith, Ed.D.
Superintendent

Dear Community Sponsor:

Welcome to the Academic Internship Program (AIP). We are proud to have you among the more than 600 community sponsors who have shared their wisdom in over 12,000 internships since the program began in 1975 at West Charlotte High School.

Sponsoring an academic intern involves time and energy, and we are very fortunate that you have chosen to make room in your busy professional life for a young person. Although some sponsors have completely outlined excellent internships in advance, others have had success in "feeling their way" especially in first time situations. However a sponsor may choose to plan the intern experience, being flexible and open to making a change may add to the success of the internship.

This handbook has been compiled in response to many sponsor requests for guidelines and suggestions. We hope you will find it helpful, and we invite your comments about its contents or any other aspects of the program.

Your commitment and generosity make this program possible. We are available to offer help whenever it is needed.

Sincerely,

Joyce K. McSpadden

Joyce K. McSpadden, Lead Coordinator

Linda Stephens

Linda Stephens, Coordinator

Sarah J. Price

Sarah J. Price, Coordinator
Academic Internship Program

Goals and Objectives

The Academic Internship Program has been created as a supplement to formal classroom instruction. Its intent is to add significantly to the vitality and impact of courses that a student has taken or will take.

Three goals emphasized by the Academic Internship Program are:

- To provide opportunities for high school students to explore areas of academic, career, or service interests through the development of internship programs within local governmental and civic agencies, businesses, industries, and individuals.
- To establish positive relationships between the internship program and the school and the community.
- To enable students to earn credit for extracurricular experiences of an academic nature.

Four objectives that the internship program seeks to help students accomplish are:

- To develop good work habits
- To encourage personal growth
- To strengthen communication skills
- To become more aware of the community's vast resources and the world of work

Basic Facts

Student Intern

The student intern is a high school student who has elected to take a portion of his educational program outside the classroom with an approved community sponsor for the purpose of exploring a career option or pursuing an academic study.

Community Sponsor

The community sponsor is the person who either individually or with his agency, organization, or business agrees to assume responsibility for the student intern's learning experiences.

Teacher Sponsor

The teacher sponsor is the school staff member whom the student intern chooses to evaluate his internship experiences and assign proper grade and academic credit. The teacher sponsor also helps the student intern set worthwhile objectives for his internship and determine requirements for evaluation. Usually, the teacher sponsor is chosen from the academic area most closely related to the internship experience. For example, a student working in a chemical laboratory would probably choose a science teacher for his teacher sponsor. It is the student intern's responsibility to consult with the teacher sponsor often during the internship. These conferences, the student's journal and project, along with the community sponsor's evaluation will help the teacher sponsor determine the grade and credit.

Intern Coordinator

The intern coordinator is the person on the local school staff who arranges the student's internship by finding the appropriate community sponsor. Other coordinator responsibilities include monitoring the internship, working with the student intern, community sponsor, and the teacher sponsor to see that all requirements and objectives are fulfilled.

Academic Credit

Academic credit is earned according to the number of hours served during an internship. Forty-five hours is the minimum amount of time for an internship. It is most important that the student intern keep a record of his hours and that he record these hours with his community sponsor.

45 hours = 1/4 unit of credit
90 hours = 1/2 unit of credit
180 hours = 1 unit of credit

Advisory Board

This board is composed of a group of volunteers representing various segments of the community such as businesses, non-profit organizations, parents, and educators whose expertise and valuable insights are helpful to the staff who are charged with implementing the program. Responsibilities range from attending meetings to helping the community support the mission and goals of the program.

Journal

Interns will be required to keep journals to show teacher and community sponsors as part of the evaluation procedure.

Evaluation Procedure

The community sponsor and student intern complete evaluations on each other at the end of the internship and review them together. Evaluations and journals are given to the teacher sponsor who awards the proper academic credit and grade.

Intern's Role

Depending on the internship objectives, the intern may spend most of his time working with one resource person within an organization or several persons in a variety of departments. It is vital for the intern to consult with the teacher sponsor often concerning internship experiences. It is the teacher sponsor who gives the student the final grade.

Student Intern Project

In order to be eligible for the grade of "A", each intern is required to complete a project reflecting the intern's goals, interests, and area of exploration.

Internship Process

I. Student Applies

May receive application from intern coordinator, teacher, or counselor.
Student talks over his reasons for having an internship with the intern coordinator.
Intern coordinator reviews the student's commitment and responsibility in having an internship.

II. Community Sponsor Contacted

Intern coordinator explains the intern program.
Community sponsor is invited to participate in the Academic Internship Program.

III. Interview

Involves the student intern, community sponsor, and intern coordinator.
Student and sponsor test their compatibility.
Objectives and activities for the internship are spelled out by community sponsor and student intern.
Hours, schedule, and responsibilities of student intern are established.
Academic Internship Student Commitment is signed.

IV. Conference with Teacher Sponsor

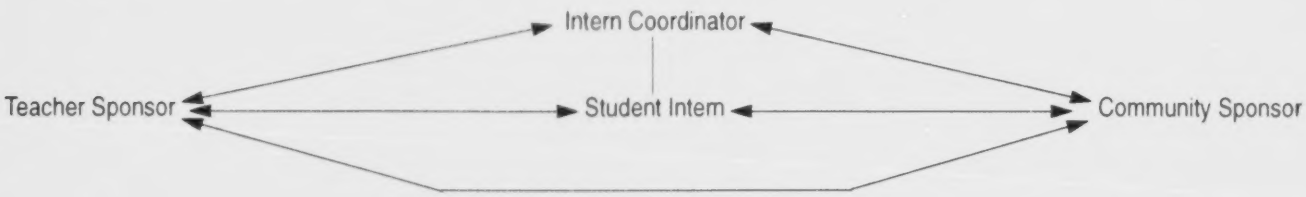
Intern coordinator notifies teacher sponsor of placement and student contacts teacher.
Teacher sponsor reviews objectives and activities of internship making changes, additions, etc.
Teacher and student decide on evaluation procedure including keeping a log, making class presentation, and completing a project.
Kind of grading is determined.

V. Internship In Progress

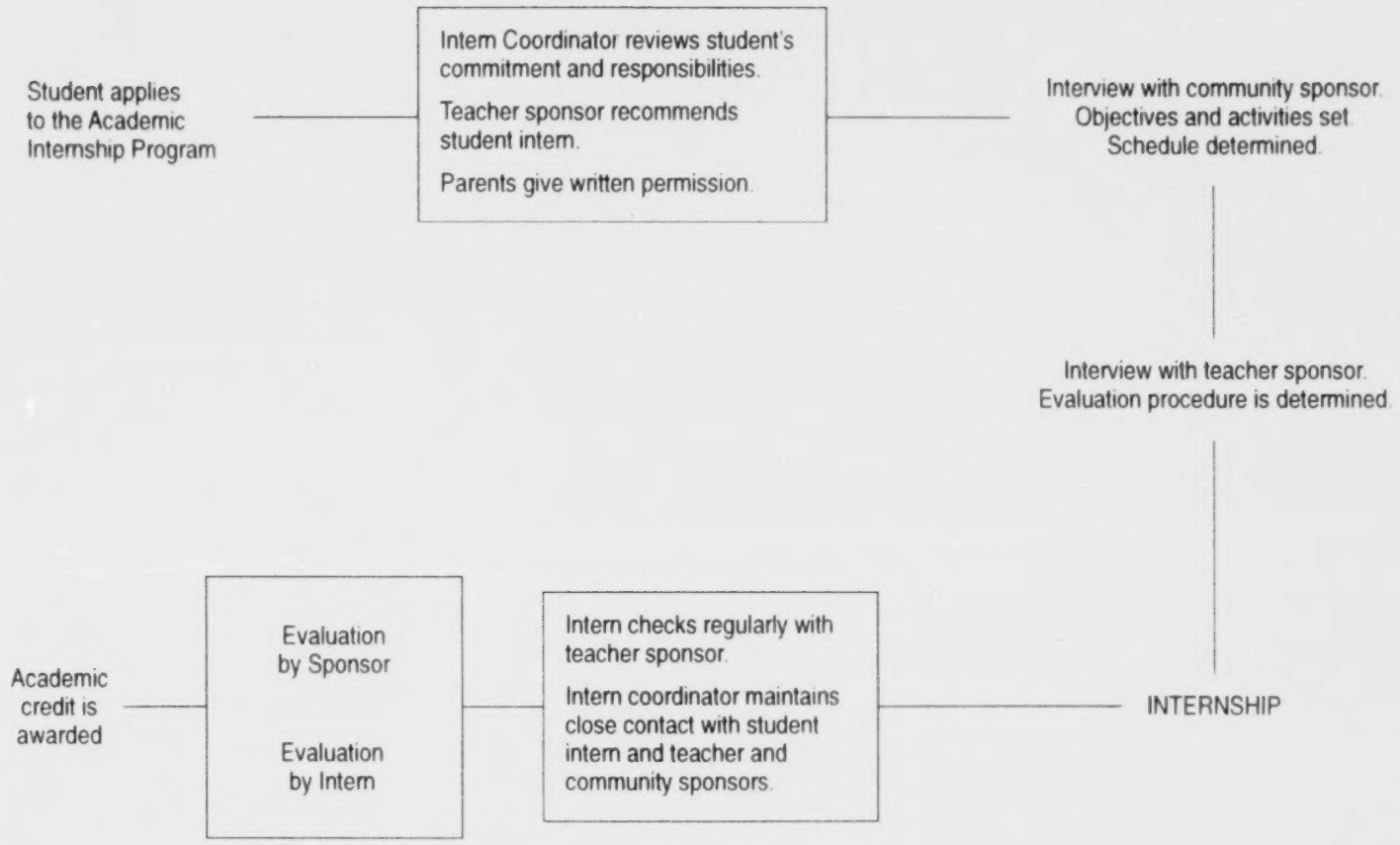
Student intern keeps in close contact with teacher sponsor.
Intern coordinator is notified if any problem arises by either the community sponsor, teacher sponsor, or student intern.
Student interns are encouraged to contact their intern coordinator periodically to discuss their progress.

VI. Evaluation Procedure

Community sponsor and student intern complete evaluations on each other at the end of the internship and review them together.
Community sponsor mails his evaluation to the internship office and the student intern gives his journal and project to his intern coordinator.
The evaluation and journal are given to the teacher sponsor.
Proper academic credit is awarded.



Academic Internship Program
Flow Chart


Student applies to the Academic Internship Program
Intern Coordinator reviews student's commitment and responsibilities.
Teacher sponsor recommends student intern.
Parents give written permission.
Interview with community sponsor. Objectives and activities set. Schedule determined.
Interview with teacher sponsor. Evaluation procedure is determined.
INTERNSHIP
Intern checks regularly with teacher sponsor.
Intern coordinator maintains close contact with student intern and teacher and community sponsors.
Evaluation by Sponsor
Evaluation by Intern
Academic credit is awarded

Developing The Internship

In sponsoring an academic intern, you have assumed responsibility for directing and participating in part of your student intern's education. We hope you will be able to spend time with the student as a kind of mentor and tutor.

Of course, we do not expect or want you to neglect your other responsibilities in order to be a sponsor. Rather, we hope you can integrate the intern into your operational scheme so the placement and your position can complement and reinforce one another.

There may be occasions when the nature of your work will not allow for an intern's participation or presence. Furthermore, you may consider it important to the student's education and training to undertake projects or gain exposure to various other areas of the organization besides your own.

Depending on the internship objectives, the intern may spend most of his time working with one resource person within an organization, several persons in a variety of departments, or in a service role internship such as with one of the human service agencies where the intern works with both the staff and the clientele.

Fair Labor Standards Act

Community sponsors are not in violation of the Fair Labor Standards Act by participating in the Academic Internship Program as long as the following criteria are met in sponsor-intern relationships:

(1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

(2) The training is for the benefit of the trainees or students.

(3) The trainees or students do not displace regular employees, but work under their close observation.

(4) The employer that provides the training derives no immediate advantages from the activities of the trainees or students, and on occasions his operations may actually be impeded.

(5) The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

(6) The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Suggested Activities for the Intern

1. Attend meetings or conferences.
2. Make telephone calls and handle telephone inquiries.
3. Do research.
4. Write reports, correspondence, or memos.
5. Do some investigative field work.
6. Observe
7. Perform service role with clients.
8. Participate in or observe decision-making process.
9. Conduct interviews.
10. Read particular reports, files, etc.
11. Meet with staff members or department heads to learn what they do.
12. Assign a special report to be completed during the internship.

Sponsor Responsibilities

1. Assist student intern and the intern coordinator in setting goals for the internship.
2. Insure student is able to do tasks necessary to reach goals of internship.
3. Notify the Academic Internship Office immediately if student intern is not attending his internship promptly and regularly.
4. Keep a record of student's hours. This record may be a sign-in sheet.
5. Help make the internship as challenging as possible, and where possible, give the student a piece of the action. Increase student's responsibilities when student indicates he is capable and willing to assume more.
6. Provide intern a broad view of agency's entire operation, spectrum of job possibilities, and educational requirements.
7. Confer with student to provide intern honest feedback on his strengths and areas in which he needs to improve.
8. Complete an adequate evaluation for the student intern that can be used to give credit, grades, etc. and review evaluation with intern.

Preparing for the Intern's Arrival

____ Have you designated a desk or work space for use by the intern?

____ Have you briefed your staff and especially your secretary about the intern's arrival and role in the organization?

____ Will you be available to meet with the intern that first day?

____ Have you compiled an "intern kit" of some basic informational materials about your organization?

____ Have you scheduled appointments with some key staff members? (Not an absolute necessity but this might be a way for the intern to become acquainted with the organization).

____ Have you designated an "alternate sponsor" to provide assistance in your absence?

Forms

_____
School

_____ _____
Intern Coordinator Date

Academic Internship Student Commitment

This commitment should be signed by the student intern at the time of the interview with the community sponsor and copies given to the intern coordinator, community sponsor, and student intern.

I, _____ agree to abide by the following conditions. _____
name of intern student #

Address: _____ Telephone _____
city, state, and zip code

1. To undertake activities that provide a comprehensive view of the organization and that focus on the roles, responsibilities, and functions of my community sponsor(s).
2. To consult with my teacher sponsor regularly regarding my internship experiences. (The teacher sponsor gives the final grade).
3. To be regular in attendance and on time in my assigned internship.
4. To notify my sponsor on days that I will be absent.
5. To notify my intern coordinator should accident or illness cause me to be absent from my internship more than three times.
6. To notify my intern coordinator should any problems or concerns arise regarding my internship.
7. To conform to the regulations of the organization in which I am working (dress, conduct, etc.).
8. To understand that dropping this internship after starting will result in my receiving a failing grade.
9. To understand that internships are set up for a minimum of 45 hours. Permission of the intern coordinator and the community sponsor are required to extend an internship.
10. To inform parent(s) of internship placement and experiences.
11. To complete the required journal and turn it in to my intern coordinator at the halfway point and the conclusion. A project must be completed in order to be eligible for the grade of "A".
12. To abide by any regulations, practices, and procedures of the Academic Internship Program of Charlotte-Mecklenburg Schools, not specifically stated above, as outlined by the intern coordinator.

Beginning Date: _____ Internship Days: _____

Hours Scheduled: _____

Name of Teacher Sponsor _____

Name of Community Sponsor _____

Name of Business or Organization _____

Address: Telephone:

_____ _____

_____ Content Area of Internship:

_____ _____

Zip Code

6176.10
5/83

Internship Time Sheet

Note: Keep one record in your handbook and give one time sheet to your community sponsor to serve as a sign-in sheet for the agency where you intern.

Student Name _____ Site of Internship _____

Date	Arrival Time	Departure Time	Total Hours

Mail to: Academic Internship Program
Charlotte-Mecklenburg Schools
700 East Stonewall Street
Charlotte, NC 28202

Academic Internship Program
Evaluation of Intern

Intern Name _____ Agency _____

Number of hours served: _____45 _____90 _____180 _____other

Brief Description of Intern's Expenences _____

_____

_____

Note to sponsor: This evaluation will be used by the teacher sponsor to help determine the intern's grade and credit. It is suggested that you share this evaluation with the student intern before mailing to the internship office. **The student will receive a copy of your evaluation.**

Personal Qualities	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Work Habits and Skills in Task Performance						
Is punctual and dependable						
Completes assigned tasks						
Manages time and energy well						
Understands and follows instructions						
Demonstrates specific skills necessary (writing, research, observations, asking questions						
Other skills (please specify_____)						
Attitudes						
Demonstrates active desire to learn						
Has open mind; does not rush to judgment						
Accepts and makes positive use of criticism						
Is inquisitive						
Is cooperative, flexible, and adaptable						
Skills in Human Relations						
Is accepted well by other employees						
Adjusts to a variety of new circumstances, expectations, and people						
Is a good listener						
Copes well with unexpected problems						

Please evaluate overall performance:

Circle one - 10 9 8 7 6 5 4 3 2 1
Excellent Satisfactory Unsatisfactory

Comments: These may include strengths, weaknesses, new skills learned by the intern, or the Academic Internship Program in general.

_____

_____

_____

Signature of Community Sponsor _____

Date _____

Making The Most of Your Internship

Starting Out

It is always important to make a good first impression, so plan carefully how you relate to and interact with your supervisor and co-workers.

Dress. Look for clues from your supervisor and other staff members on dress codes. On the first day, dress neatly, simply and appropriately for your job. If you have questions about your dress, consult with your supervisor.

Promptness. Being late creates a poor impression. Plan your time to be at the site on time.

Attitude. Your attitude is one of your greatest assets. After your appearance, it is the next factor noticed. A positive attitude will benefit you as well as your co-workers. Asking appropriate questions shows you are interested.

Agency Rules. Find out about, follow, and respect the regulations of the organization.

Attendance. Arrange in advance if you need to miss a day from your internship.

Dependability. Whether you work alone or as part of a team, other responsibilities will come your way if your supervisor can depend on you.

Orientation

Hopefully, your internship sponsor will have prepared the organization for your arrival and have some sort of orientation program for you. The orientation might include:

Reading

Meeting Your Co-Workers

Planning Your Internship Activities

Moving In To Your Workspace

If, for some reason, there is no formal orientation prepared for you, try to give yourself one anyway. Remember, you are now an active learner, responsible for yourself. Just because no one else thinks to orient you does not mean you don't need orientation. Talk to your supervisor about your needs so that you do receive the four items listed above as well as any other information or resources you feel are necessary. In many work environments, staff are overworked and terribly busy. You, as an intern, may fall through the cracks if you don't assert yourself. Generally, internship supervisors not only appreciate your asking or reminding them to do things, but they expect it.

You Are Treated as You Are Dressed

You do not get a second chance at a first impression

Make no mistake, we judge others by their dress, and they judge us too. It may not be fair. It may not be right. But people tend to treat other people as they are dressed.

Keys To Success

As you begin your internship, answer the following questions with yes or no.

_____ Are you a calculated risk-taker? Your sponsor may ask you to undertake new projects or move into totally unfamiliar situations. Are you willing to try things without full assurance that you will succeed?

_____ Are you flexible? Can you shift gears easily in the middle of a project or situation? Your schedule will be very different from school. Can you adjust to last-minute changes without difficulty?

_____ Are you perseverant when things go wrong? Understandably, adjusting to a new environment takes time on the part of both intern and sponsor, and you both will make your share of mistakes. However, the internship is supposed to be a learning experience, so failure can only occur if you give up trying.

_____ Are you sensitive in dealing with people? One of the keys to success is the ability to work well with people. You will find that your sponsor and others on the staff have the same need for respect in their roles that you, as a newcomer and high school student, want so much to achieve in your internship. Another element of sensitivity is friendliness. Are you genuinely interested in other people?

_____ Are you prompt and regular in attendance? This one needs little explanation, except to emphasize its importance.

_____ Are you discreet? We are referring to the capacity to keep information confidential. Your sponsor will be willing to include you in meetings and conferences, but only if assured that you will not divulge the proceedings to anyone. This includes staff members, as well as fellow interns, friends, family, and sometimes even your coordinator.

_____ Are you an initiator? Being an intern will require you to be a self-starter, ready to offer suggestions and accept responsibilities. Interns have learned not to wait passively for assignments. Instead, sponsors appreciate volunteers, particularly those who have ideas about specific contributions they might make.

_____ Do you have a mature attitude? Being an academic intern will require a high level of seriousness, stability, and calm, rational behavior.

_____ Do you understand the purpose of the Academic Internship Program? You will find yourself having to explain the Academic Internship Program numerous times. Look over the objectives of the program listed in this handbook so you can tell others. Even persons who have read or heard about it will have questions, which are your opportunities to become a goodwill ambassador for the program.

_____ Are you ready to take notes? Having a pad and pen handy will help you in keeping your journal or later in making a presentation about your internship.

Journal
Academic Internship Program

Journal

Intern's Name: _____
Student # _____
Address: _____
Street, City, State, Zip

Phone: _____
School: _____
Grade Level: _____
Homeroom Teacher: _____
Teacher Sponsor for Internships: _____

Community Sponsor Name: _____
Organization: _____
Address: _____
Street, City, State, Zip

Phone: _____
Content Area of Internship: _____
Internship Beginning Date: _____
Interim Report Date: _____
Internship Ending Date: _____

Schedule:

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

I. Answer the following questions as you begin this internship.

A. What are your academic and career goals?

B. Objectives: What do you want to learn through this experience? Be specific:

C. What experiences and school courses have you had that relate to this internship?

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II. Directions for Completing The Journal

You will begin your journal at the start of your internship. *At the halfway and concluding points of your internship you are required to share your journal with your community sponsor, teacher sponsor, and intern coordinator. Please have them sign the appropriate space in the journal.* At the end of your internship, the completed journal should be given to your intern coordinator. This journal is used to help determine your final grade.

One useful way of keeping track of what you're learning is to keep a personal journal of your activities. A journal causes you to think about your experiences and can help give you insight into what you are experiencing and how you are feeling about it. It can also give you a useful record of your learning.

To be most effective for you, the journal should not be merely a log of events. It should be a means for you to analyze the activities you are performing and the new things you're learning, to recognize important events and to relate your stated objectives to what you perceive you're learning and doing.

Use the following categories to help you decide what information to include in your journal entries.

I. **Job Description**

- Describe in as much detail as possible what you will be doing on your internship. You may need to add to this description as your internship progresses.
- How do your job responsibilities match your own personal objectives?

II. **The Organizational Setting**

- What does your organization look like? Who are the leaders? Who makes things happen?
- Who are the clients/customers of your organization?
- Describe the work atmosphere at your internship site. How are decisions made? Is it a cooperative or competitive atmosphere?

III. **Journal Entries**

- What you did and what you observed at your internship site.
- What was the best thing that happened to you today? How did it make you feel?
- What thing(s) did you like the least about your internship today? What compliments or criticisms have you received? How did you react to them?
- How have you changed or grown from this experience?
- What kind of new skills have you learned?
- Describe a typical day at your internship site.
- What are the advantages and disadvantages working in this field?
- Has your experience been a rewarding one for you? Why or Why not?

IV. **Questions you may want to ask during your internship.**

- How did you become interested in this field?
- What training or education must you have to pursue this interest?
- What do you like the most or the least about your work?
- What skills do you use most often? What personal qualities are helpful?
- What are the major problems or frustrations in your work?
- What advice would you give to someone interested in this field?
- How will work in this field affect my lifestyle?

Sample Journal Entry:

10/9/97 Today I assisted the staff with workshop presentations and helped...

III. Terminology: Most businesses and professions have their own words and terms which apply to various activities. Keep a record here of new words and terms you learn during your internship and their definitions as they apply to the activities involved in your internship.

IV. Complete this page before the interim (20 hrs.) check.

Self-Evaluation of Performance Exercise

For each item, rate yourself on a scale of 1 through 9. Justify your ratings by briefly describing *what you would see if you were observing yourself* in your off-campus assignment. Consider numbers 1 and 9 to represent extremes, 5 as average, and other numbers to represent gradations of the items identified.

1 2 3 4 5 6 7 8 9

Little apparent interest in assigned tasks — Eager to complete assigned tasks

Comments:

1 2 3 4 5 6 7 8 9

Frequent laziness and/or tardiness — Use time efficiently

Comments:

1 2 3 4 5 6 7 8 9

Little communication beyond minimum required — Communicate openly and effectively

Comments:

1 2 3 4 5 6 7 8 9

Resist supervision, uncooperative, and unconcerned about others — Willingly accept supervision, cooperative, and concerned for others

Comments:

1 2 3 4 5 6 7 8 9

Interested in just finishing the assignment or "putting in time" — Much concerned about quality of work

Comments:

1 2 3 4 5 6 7 8 9

Usually a follower — Frequently initiate leadership activities

Comments:

1 2 3 4 5 6 7 8 9

Do only what supervisor requires — Eager to learn skills and knowledge

Comments:

Journal

V. Reflection: Please complete pages 10-13 at the conclusion of your internship.

A. Did you meet your learning objectives? Explain how.

B. What do you feel was your most important contribution to your internship?

C. Have your academic and career goals changed? If so, how?

D. What impact did this experience have on your personal growth?

E. Did the internship meet your personal expectations? Explain.

F. How could this experience have been improved?

G. Would you recommend this site for future internships? Why or why not?

H. What personal strengths have you discovered through your internship placement?

I. In what areas do you need improvement?

J. List tips for future interns at your internship site.

Journal

VI. Characteristics of Experience: (To be completed by the student intern at the conclusion of your internship)

1. What is your overall rating of this program as a learning experience?

   Excellent_____ Good_____ Poor_____

2. If you had an excellent or good learning experience, what made it good or excellent?_____

   _____

   _____

3. If you had a poor learning experience, what made it poor? _____

4. My internship was mostly: A. task oriented B. observation C. a combination of the two

INSTRUCTIONS: The following list describes some features of a community field experience. Please describe your particular experience by circling the appropriate number from 1 to 5.

	Practically Never		Sometimes		Very Often
5. Had adult responsibilities	1	2	3	4	5
6. Had challenging tasks	1	2	3	4	5
7. Made important decisions	1	2	3	4	5
8. Discussed my experiences with teachers	1	2	3	4	5
9. Had input that was accepted	1	2	3	4	5
10. Did interesting tasks	1	2	3	4	5
11. Did things myself instead of observing	1	2	3	4	5
12. Received training to do tasks	1	2	3	4	5
13. Received clear directions	1	2	3	4	5
14. Had freedom to develop and use my own ideas	1	2	3	4	5
15. Discussed my experiences with family and friends	1	2	3	4	5
16. Worked with adults who took a personal interest in me	1	2	3	4	5
17. Had freedom to explore my own interests	1	2	3	4	5
18. Had variety of tasks to do at the site	1	2	3	4	5
19. Received help when I needed it	1	2	3	4	5
20. Was appreciated when I did a good job	1	2	3	4	5
21. Received feedback about my performance	1	2	3	4	5
22. Felt I made a contribution	1	2	3	4	5
23. Applied things I've learned in school to my community placement	1	2	3	4	5
24. Applied things I've learned in my community placement to school	1	2	3	4	5
25. Achieved my original goals and purposes for this internship	1	2	3	4	5

VII. Personal Effects or Experience: (To be completed at the conclusion of your internship)—What you have *learned* or areas in which you *have furthered your development* as a result of your internship. Evaluate your experiences and check the appropriate response for each question.

Have You Gained	Yes	No	Don't Know
1. Realistic attitudes toward other people such as elderly, handicapped, government officials, professionals, etc.			
2. Self-motivation to learn, participate, achieve			
3. Self-concept (sense of confidence, sense of competence, self awareness)			
4. Openness to new experiences			
5. Sense of usefulness in relation to community			
6. Assertiveness and independence			
7. Ability to accept consequences of your actions			
8. Knowledge of community organizations			
9. Responsibility for your life			
10. Awareness of community problems			
11. Awareness of community resources			
12. Realistic ideas about the world of work			
13. Knowledge about a variety of careers			
14. More efficient use of leisure time			
15. Ability to narrow career choices			

Other Comments:

Interim Check: 20 Hours

(Student Intern) (Date)

(Community Sponsor) (Date)

(Teacher Sponsor) (Date)

(Intern Coordinator) (Date)

Final Check: 45 Hours or Conclusion

(Student Intern) (Date)

(Community Sponsor) (Date)

(Teacher Sponsor) (Date)

(Intern Coordinator) (Date)

Project:
Please have the persons listed below to sign indicating they have reviewed your completed project.

(Community Sponsor) (Date)

(Teacher Sponsor) (Date)

(Intern Coordinator) (Date)

If your project is a classroom presentation, have your teacher sponsor sign below to indicate you have presented your internship in class.

(Teacher Sponsor) (Date)

Project
Academic Internship Program

Project Description

In order to be eligible for an "A", each intern is required to complete a project reflecting the intern's goals, interests, and area of exploration. This project should be presented to the teacher and community sponsors and the intern coordinator.

Internship Project Plan

Intern's Name _____

Date _____

Example

Exploring the career of **Architecture**

Objective: To learn what steps are involved in building a house.

Project: To make a three dimensional model of a house.

Procedure: To do an architectural drawing of the house. Then, build a model of it.

Your Plans

Exploring the career of _____

Objective(s) _____

_____

_____

Project: _____

_____

_____

Procedure: _____

_____

The persons listed below need to approve the project plan. Any of these parties should feel free to make suggestions for improvement or to help the student be successful.

Teacher Sponsor: _____ Approved _____ Not Approved

Signed _____ Date _____

Community Sponsor: _____ Approved _____ Not Approved

Signed _____ Date _____

Intern Coordinator: _____ Approved _____ Not Approved

Signed _____ Date _____

Note: This form is due to your internship coordinator no later than the 20 hour check.

Suggestions for Internship Project
Academic Internship Program

Depending on intern's goals, interests, and career area of exploration, interns may choose to do one of the following:

1. Make a model of something seen, explored, read about, discussed, or researched while doing your internship. (graph, drawing, narrative, or three dimensional etc.
2. Research some idea, fact, or concept to which you have been exposed and write a paper documenting your findings (approximately two or three typed pages or four to five handwritten pages). Include a bibliography.
3. Interview an authority in some career area of your internship. Write your questions and answers or tape record the interview.
4. Prepare a classroom presentation such as a talk, slide show, or visit by your community sponsor.
5. Be creative and come up with a project of your own choosing.

*All projects must have prior approval by the teacher and/or community sponsors and the intern coordinator.

Academic Internship Program

Requirements and deadlines to be eligible for Grade of "A".

1. **Complete your project plan and return it with the proper signatures by the halfway check of your internship.**

2. **Keep your journal as required. Turn it in to your coordinator with the proper signatures within ten days after the completion of your internship.**

3. **Complete your project and discuss it with your teacher sponsor and/or your community sponsor within ten days after you complete your internship. The person hearing your project report (teacher sponsor or community sponsor) should indicate that you have completed your project by signing your journal in the appropriate space.**

Checklist of materials to be turned in to coordinator at the conclusion of the internship.

_____ 1. Time sheet

_____ 2. Journal

_____ 3. Project (optional)

_____ 4. Community sponsor's evaluation

APPENDIX

A. Sample Intern Schedules

B. Resume Development

Duke Power Company
Mechanical Engineering
High School Internship Program
Schedule

Session 1

Introduction R & D, Facilities Marshall Weaver	1-10
Systems Bob Misenheimer	1-14
Equipment Gene Edwards	1-23
Project Design Instrumentation/Materials Dave Waugh, Larry Coggins	1-30
Station Services Jeff Richardson	2-12
Steam Production Don Gabriel	2-19
Project Engineer Milton Hopkins	2-26

Session 2

Projects Design Piping/Model Shop Terry R. Demmery	1-16
Field Trip McGuire Gene Edwards	1-25
Analysis Stress/Supports Phil Croft	1-28
Station Support Ferman Wardell Ace Summerlin	2-13
Field Trip Fossil Unit Stan Holland	2-19
Field Trip Catawba Construction Milton Hopkins	2.26

Charlotte-Mecklenburg Police Department

March 19	3:00 p.m. - 4:30 p.m.	Personnel
	4:00 p.m. - 5:00 p.m.	Internal Affairs
	5:00 p.m. - 6:00 p.m.	Records
March 20	3:00 p.m. - 4:30 p.m.	Criminal Inv.
	4:30 p.m. - 6:00 p.m.	Communication
March 23	3:00 p.m. - 9:00 p.m.	Uniform Services
March 26	3:00 p.m. - 6:00 p.m.	Crime Scene Search
March 27	3:00 p.m. - 5:00 p.m.	Training Academy
April 2	8:00 a.m. - 4:00 p.m.	Uniform Services
April 5	3:30 p.m. - 10:00 p.m.	Uniform Services
April 9	3:00 p.m. - 6:00 p.m.	Intake Center
April 10	3:00 p.m. - 5:00 p.m.	Vice
	5:00 p.m. - 6:00 p.m.	Records
April 16	3:00 p.m. - 5:00 p.m.	Crime Prevention
	5:00 p.m. - 6:00 p.m.	Records
April 17	3:00 p.m. - 5:00 p.m.	School Resource
	5:00 p.m. - 6:00 p.m.	Communication
April 20	8:30 a.m. - 4:30 p.m.	Lakes Enforcement
April 23	3:00 p.m. - 4:00 p.m.	Procurement & Inv
	4:00 p.m. - 5:00 p.m.	Planning & Research

WBTV High School Student Intern Program

Day 1	Date_____	
	4 to 5 p.m.	Orientation
	5 to 6 p.m.	Introduction to Evening Staff
	6 to 7 p.m.	Observe Live News Show Studio 1
Day 2	Date_____	
	4 to 5 p.m.	Introduction to TV Production
	5 to 7 p.m.	Studio 1
Day 3	Date_____	
	4 to 5 p.m.	Introduction to Graphics
	5 to 7 p.m.	Studio 1
Day 4	Date_____	
	4 to 5 p.m.	Introduction to Sales
	5 to 7 p.m.	Studio 1
Day 5	Date_____	
	4 to 5 p.m.	Introduction to Engineering
	5 to 7 p.m.	Studio 1
Day 6	Date_____	
	4 to 5 p.m.	Introduction to Noon News Show
	5 to 7 p.m.	Studio 1
Day 7	Date_____	
	4 to 5 p.m.	Introduction to Studio Camera and Portable Video Camera
	5 to 7 p.m.	Studio 1
Day 8	Date_____	
	8:30 a.m. to 12:30 p.m.	Introduction to News
Day 9	Date_____	
	4 to 7 p.m.	Introduction to News Photography
Day 10	Date_____	
	4 to 4:30 p.m.	Introduction to Data Services
	4:30 to 5 p.m.	Introduction to Promotion
	5 to 7 p.m.	Studio 1
Day11	Date_____	
	4 to 5 p.m.	Introduction to Producing
	5 to 7 p.m.	Studio 1
Day 12	Date_____	
	4 to 5 p.m.	Introduction to Directing
	5 to 7 p.m.	Studio 1
Day 13	Date_____	
	4 to 5 p.m.	Introduction to Editing
	5 to 7 p.m.	Studio 1
Day 14	Date_____	
	4 to 5 p.m.	Evaluation
	5 to 7 p.m.	Wrap Up

Key Points to Remember in Development of Your Resume

1. **Your resume** is a word picture of you. Yes, it represents you!!!
2. **Your resume** should be brief, concise and to the point. Avoid trivial details.
3. **Your resume** should be neat, complete and preferably one page in length.
4. **Your resume** should always be typed or typeset.
5. **Your resume** should sell your skills and abilities as well as your services to an employer.
6. **Your resume** should be accurate.
7. **Your resume** should always be accompanied by a cover letter or a personal note if you are hand delivering or mailing.

Most Importantly...You only get one chance to make a good impression!!!

Do's and Don'ts For The Resume

1. **DO** include an objective. Exception: if not incorporated in resume, the objective MUST be included in the cover letter.
2. **DO** pay attention to language; use active verbs and appropriate language common to the industry and job.
3. **DO** your resume perfectly.
4. **DO** keep your resume brief.
5. **DO** convey a feeling of accomplishment and ambition.
6. **DO** sell your skills and abilities.
7. **DO** reproduce your resume on fine quality bond paper.
8. **DO** write a cover letter to accompany each resume.
9. **DON'T** volunteer negative information.
10. **DON'T** include dates if they work against you.
11. **DON'T** include personal information.
12. **DON'T** include hobbies or interests, unless they contribute to your ability to do the job.
13. **DON'T** include salary history.
14. **DON'T** be untruthful to look good on paper.
15. **DON'T** be too modest.
16. **DON'T** wait to use the resume – **Sell Yourself Now!!!**

Sample Resume #1

Lynda Johnson

1234 Appleton Avenue • Charlotte, North Carolina 12345 • (704) 555-2334

Job Objective To obtain an entry-level job with a company as a receptionist or office assistant.

Education

Hazelton High School - Charlotte, North Carolina
Diploma; 1996

Work Experience

1995 - 1996 — Unique Business Services - Charlotte, North Carolina
Office Assistant
Worked as a cooperative education student employee. Responsibilities included typing, filing, answering (7) seven telephone lines and operating office machines.

Summer 1995 — Hardee's Restaurant - Charlotte, North Carolina
Grill Crewperson
Responsible for preparing and cooking food. Also maintained cleanliness of assigned area.

1994 - 1995 — Revco Drug Store - Charlotte, North Carolina
Part-time Cashier
Operated cash register; balanced drawer; received money from customers and remitted change when necessary. Handled cash, check and credit card transactions.

Honors and Activities

- Member of the Office Education Association (OEA) for (2) two years.
- Secretary of OEA; 1995 - 1996
- Member of Student Council; 1994 - 1995
- 4-H Member for (6) six years
- Honor Roll Student; 1993 - 1996

Skills

- Typing; 45 wpm
- Computer Literate
- Word for Windows

References Available Upon Request

Sample Resume #2

Michael Mattheson

3341 Victory Lane • Charlotte, North Carolina 12345 • (704) 555-1234

Objective

To obtain a position with a company allowing an opportunity to utilize my hardworking abilities and positive attitude.

Education

Mableton High School - Charlotte, North Carolina

Expected Graduation Date: June, 1997

Work History

General Cinemas - Charlotte, North Carolina
Usher (1995 to Present)
Responsible for checking customer seating assignments and directing them accordingly. Position required the ability to develop and use quality customer service skills.

WBTV - Charlotte, North Carolina
Student Intern (Fall, 1995)
Introduced to TV production.

YWCA - Charlotte, North Carolina
Youth Counselor Assistant (Summer 1994)
Assisted counselors with the scheduling of recreational activities for children ranging from ages 9 - 12 years. Prepared and distributed lunch meals to children. Maintained daily attendance and submitted report to counselors upon completion.

Skills and Abilities

• Excellent communication skills • Good customer service skills
• Follow instructions well • Eager to learn • Quick learner
• Hard working • Motivated

References

Available upon request.

Academic Internship Program

Evaluation Project
1990-92

Dr. John A. Murphy, Superintendent
Charlotte-Mecklenburg Schools

Joyce McSpadden
Linda Stephens
Academic Internship Program Coordinators

We wish to acknowledge the contributions of the Research and Evaluation Department, the Technology Training and Support Staff, and the Instructional Design Center in the compilation and analysis of the survey data.

The Charlotte-Mecklenburg School System does not discriminate against any person on the basis of sex, race, color, religion, national origin, age or handicap in any of its educational or employment programs or activities.

Executive Summary

The purpose of the Academic Internship Program (AIP) is to provide opportunities for high school students to explore areas of career, academic, or service interest through internships in the community.

In the spring of 1991 the internship coordinators surveyed 552 available students of the 617 who began the program during the 1990-91 school year. The purpose of the survey was to determine what impact the AIP had on student achievement and assess various components of the program.

The internship coordinators developed the questionnaire in three sections: a work site section for students in one-on-one internships*, and personal growth and demographic sections for all students included in one-on-one*, group**, or extra-curricular*** internships.

The AIP uses these terms in the following way:

* one-on-one is defined as one student with one community sponsor.

** a group internship is a seminar experience for 15-16 students interested in a particular career area such as law, medicine, radio/television, journalism, and advertising.

*** extra-curricular applies to community activities for which the student may receive internship credit. Youth Oratorio, Youth Symphony, Governor's School, and Close-up Washington are examples of extra-curricular activities.

Findings From Student Interns Surveyed

- 93.4% agreed that they were given a good opportunity to explore a career field.
- 85.4% would recommend their sites for future internships.
- 85% believed they were given the opportunity to acquire information and/or use equipment not available at school.

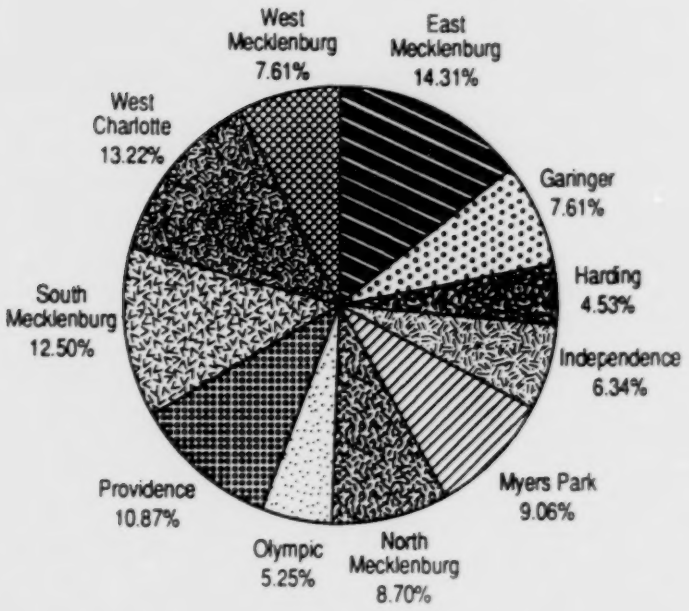
- 86% said that the internship helped clarify career goals.
- 83% felt that the internship prepared them to accept adult responsibilities and develop communication skills.
- 82% agreed that the internship caused them to be more independent, confident, and self-assured.

Demographic Highlights

- Students from all eleven high schools participate in the Academic Internship Program (AIP).
- The majority of interns are juniors and seniors since sophomores cannot participate until second semester of the tenth grade.
- More females than males participate in internships.
- Students who participate in the program are 65% white, 28% black, and 7% other.
- Over half the student interns (61%) are not enrolled in academically gifted classes.
- Three-fourths (75%) of the students are involved in internships planned and supervised by the AIP staff. One fourth (25%) of the students receive internship credit for extra-curricular activities.
- Some students combine a career interest with community service at agencies like Reachline, Crisis Assistance Ministry, museums, and hospitals.
- The most popular areas for internships are medical/health careers, law, radio/television, and education.

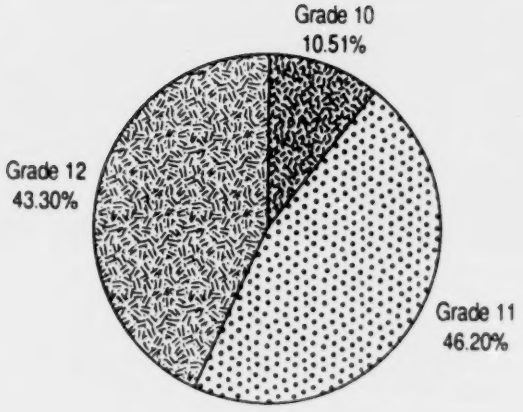
Demographic Summary
1990-91 AIP Survey

Total Number of Students Completing the Survey



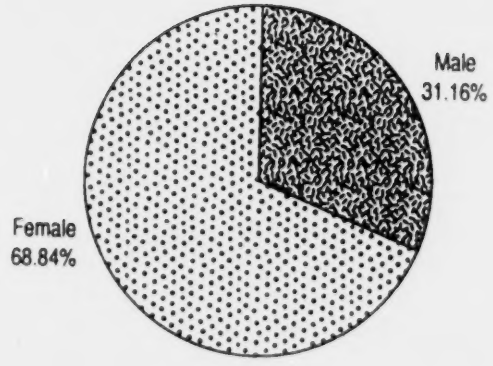
School	Number
East Mecklenburg High School	79
Garinger High School	42
Harding High School	25
Independence High School	35
Myers Park High School	50
North Mecklenburg High School	48
Olympic High School	29
Providence High School	60
South Mecklenburg High School	69
West Charlotte High School	73
West Mecklenburg High School	42
Total	552

Number of Students by Grade Level



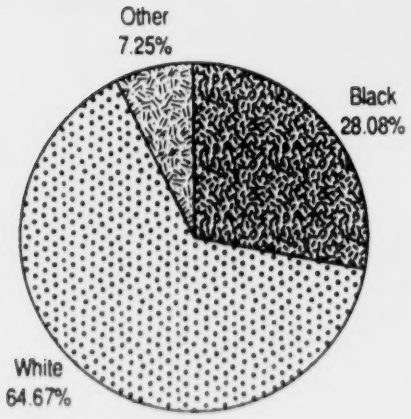
Grade	Number
Grade 10	58
Grade 11	255
Grade 12	239
Total	552

Number of Students by Sex



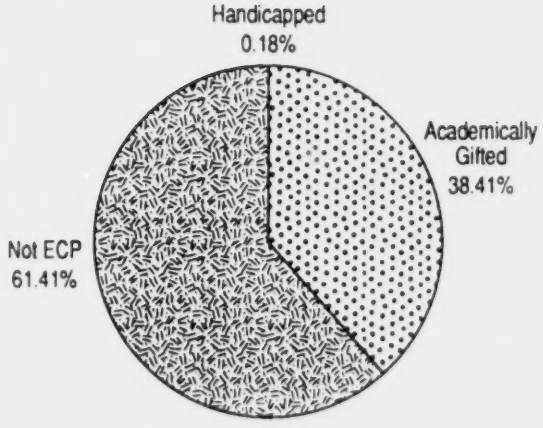
Gender	Number
Male	172
Female	380
Total	552

Number of Students by Race



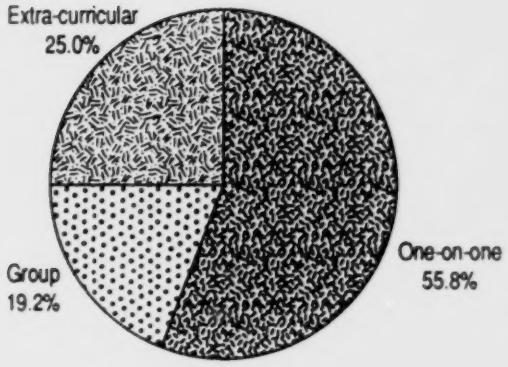
Ethnic Group	Number
Black	155
White	357
Other	40
Total	552

Number of Students by Exceptionality



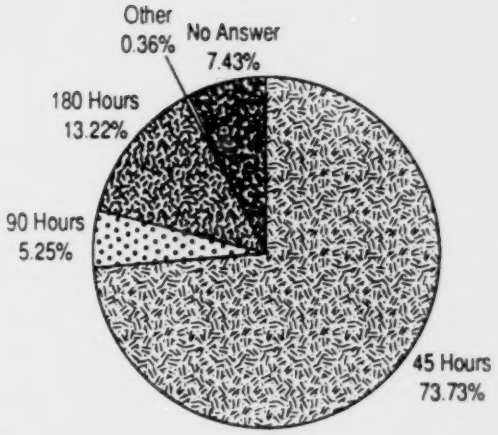
Exceptional Children's Program	Number
Handicapped	1
Academically Gifted	212
Not ECP	339
Total	552

Type of Internship



Internship	Number
One-on-one	308
Group	106
Extra-curricular	138
Total	552

Total Internship Hours



Hours Worked	Number
45	407
90	29
180	73
Other	2
No Answer	41
Total Hours Worked	34,065+

Career/Activity Explored

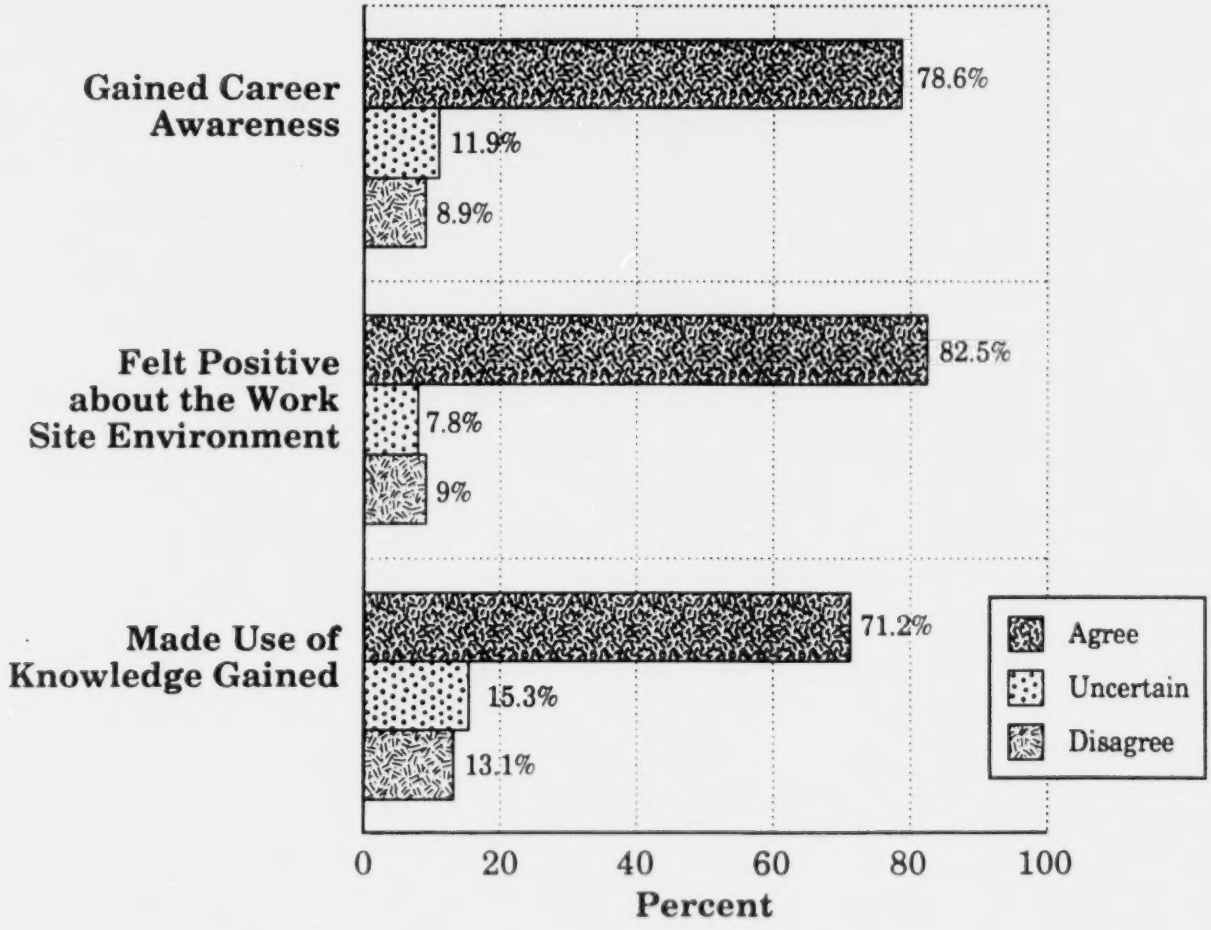
Career	Number
Architecture	17
Business	18
Computer	8
Drama	4
Advertising	14
Government	3
Journalism	17
Law	51
Accounting	5
Art	8
Banking	5
Child Development/ Teaching	20
Engineering	13
Medicine	116
Radio/TV	30
Science/Math	10
Other	
• Other Medicine	17
• Counseling/ Social Work	12
• Law Enforcement/ Fire Fighting	7

Activity	Number
Youth Symphony	21
Oratorio Singers	15
Focus	9
NC Student Legislature	0
Upward Bound	21
Civitan Youth Conference	1
Governor's School	15
Summer Venture	4
Boys' State	2
Girls' State	6
Close-up Washington	25
Other	
• Model UN	8
• Government Page	4
• Children's Theatre Ensemble	3
• Kidspeak	3

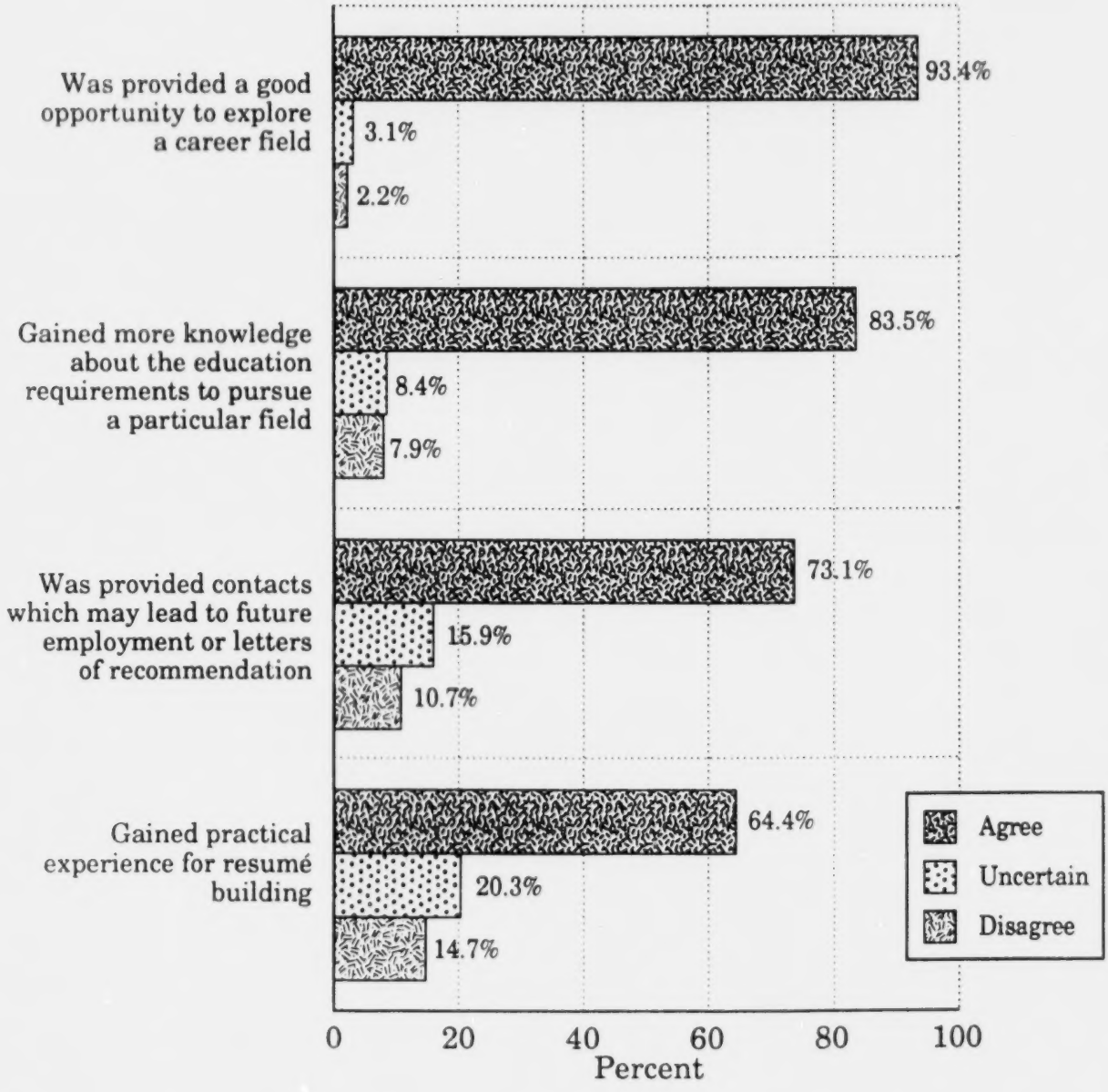
Self-reported accomplishment of selected internship goals by students involved in one-on-one internships during the 1990-91 school year.

Number of students in one-on-one internships = 320

WORK SITE CHARACTERISTICS

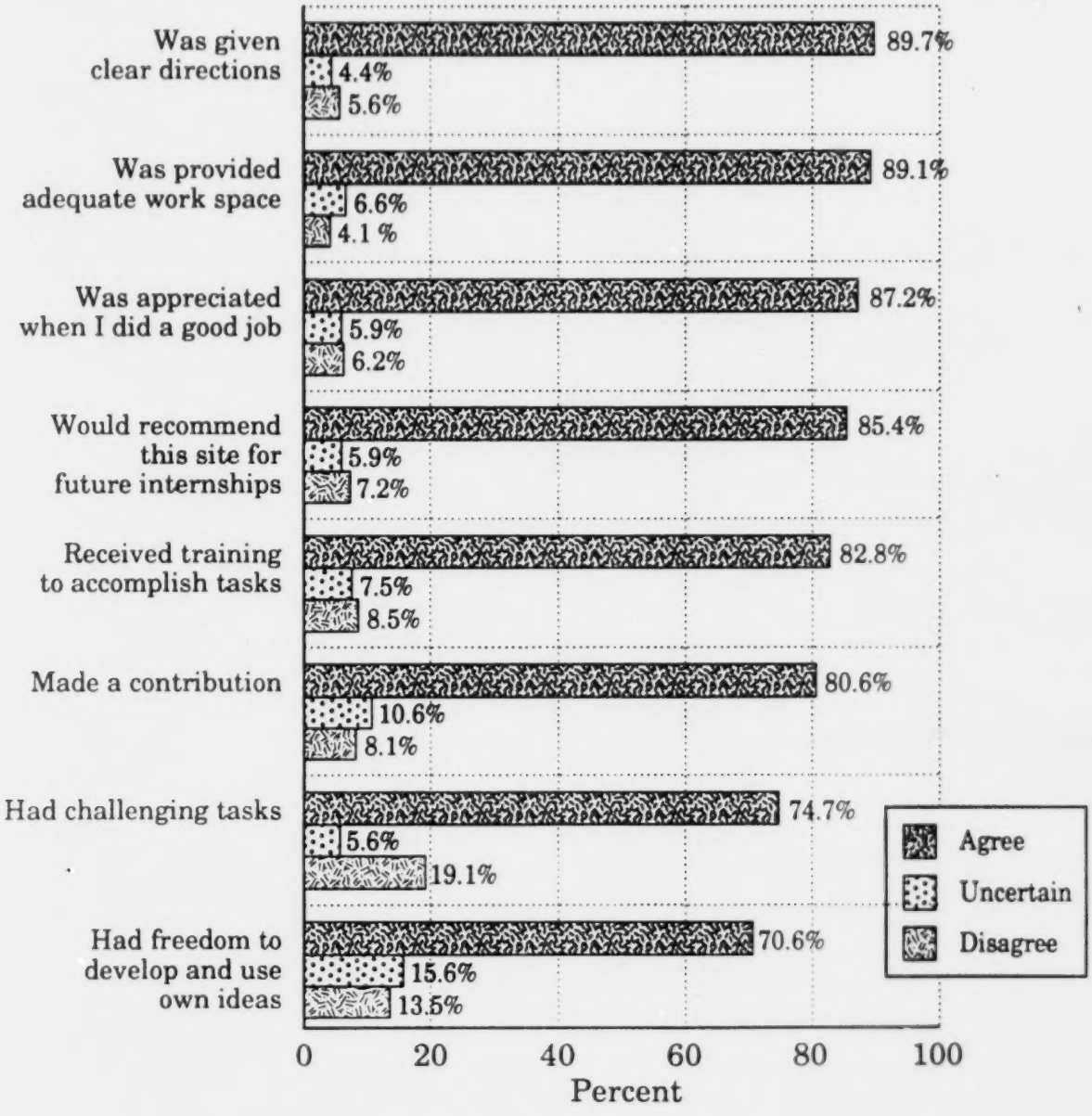


Gained Career Awareness



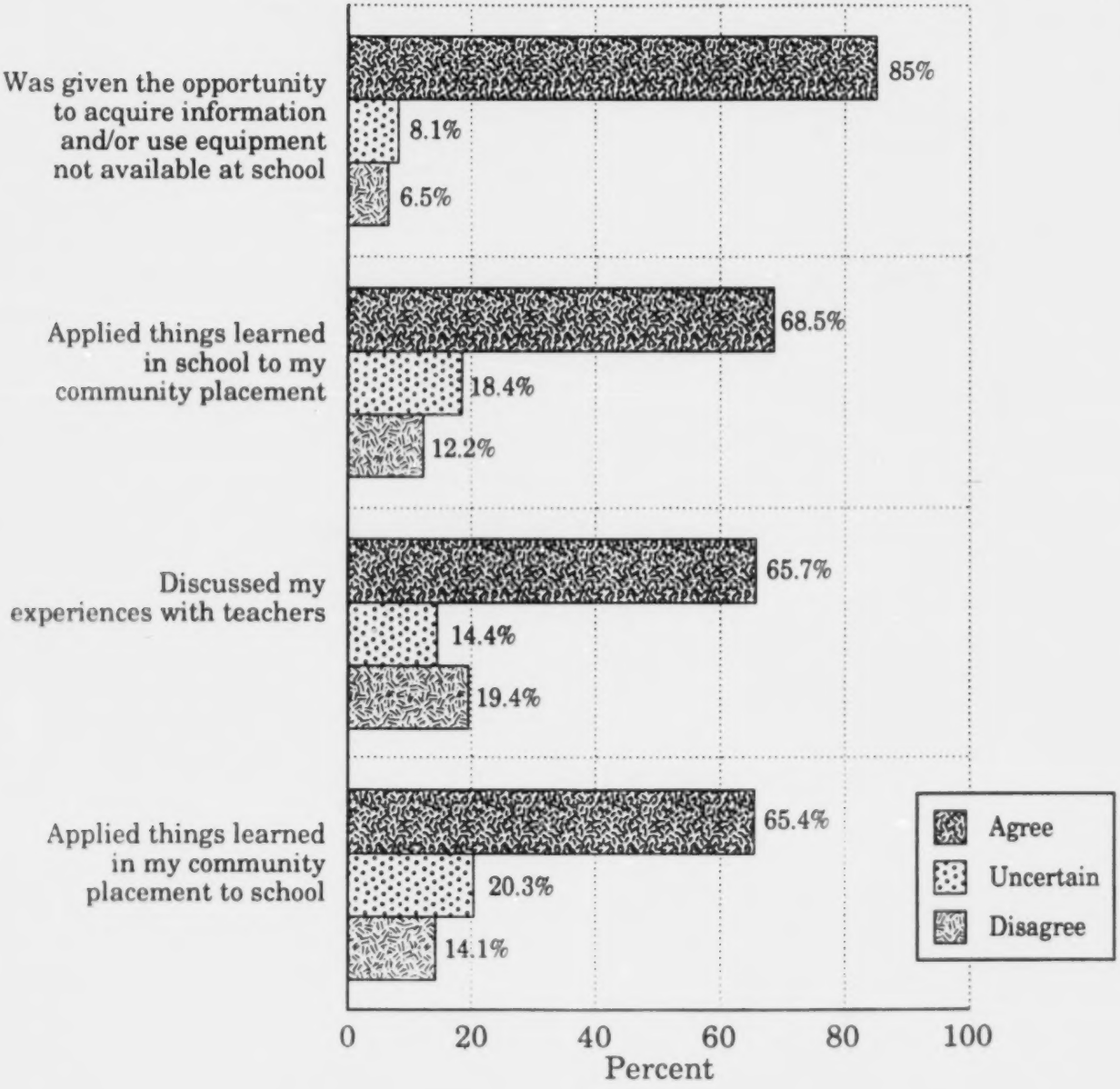
- Nearly all the students (93.4%) felt they were provided good opportunities to explore career fields.
- Most students (83.5%) believed they had gained more knowledge about the educational requirements for a career field
- Students (64.4%) were not as sure that the internship provided experiences which could be used on a resumé or that they had made contacts which could lead to future employment or letters of recommendation (73.1%).

Felt Positive about the Work Site Environment



- The overwhelming majority of student interns (82.5%) felt positive about their work site environment.
- Most students (85.4%) would recommend their community sponsor for future internships.

Made Use of Knowledge Gained

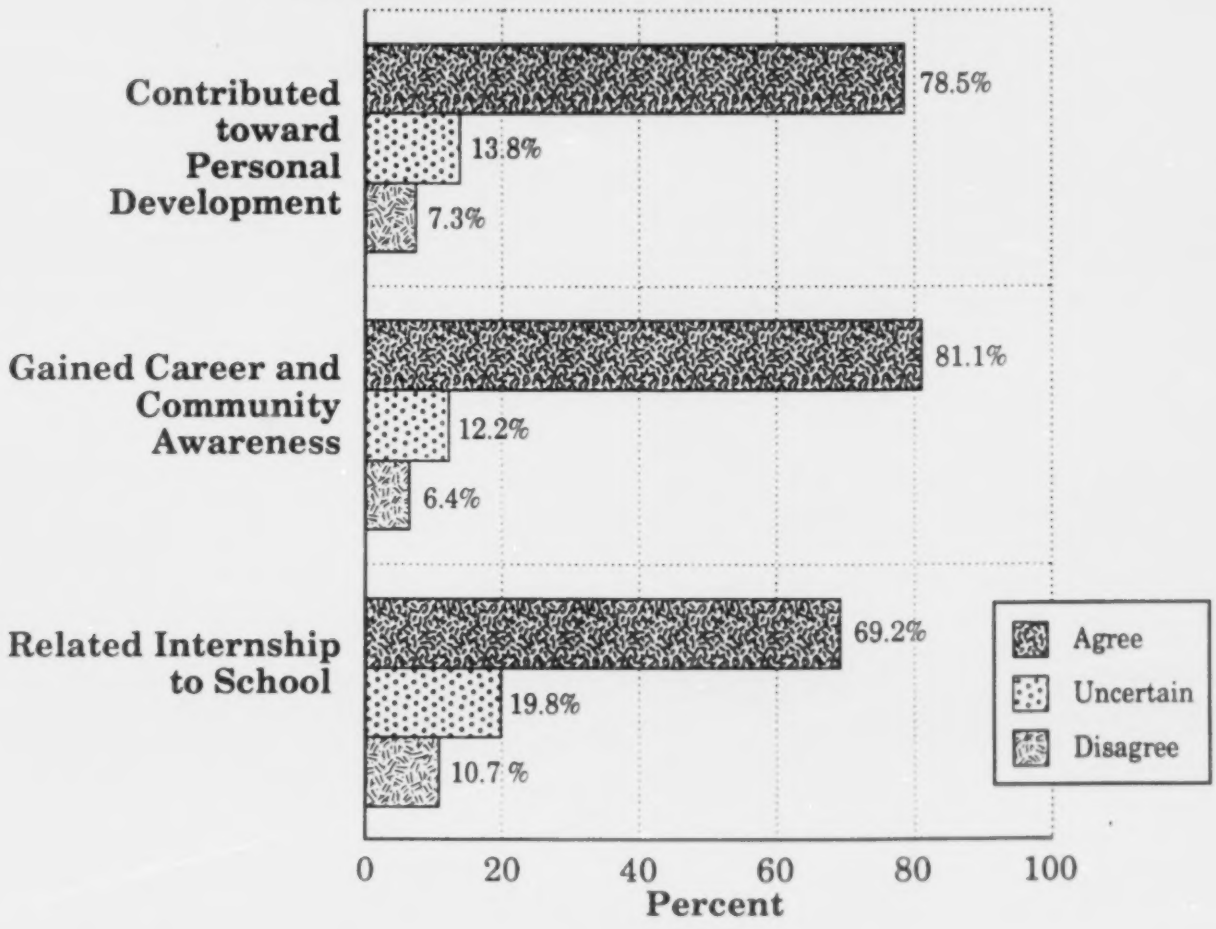


- It is significant that 85% of students agreed they were given the opportunity on their internship to acquire information and/or use equipment not available at school.
- Students were less enthusiastic about recognizing opportunities to integrate school knowledge (68.5%) and internship experiences (65.4%).

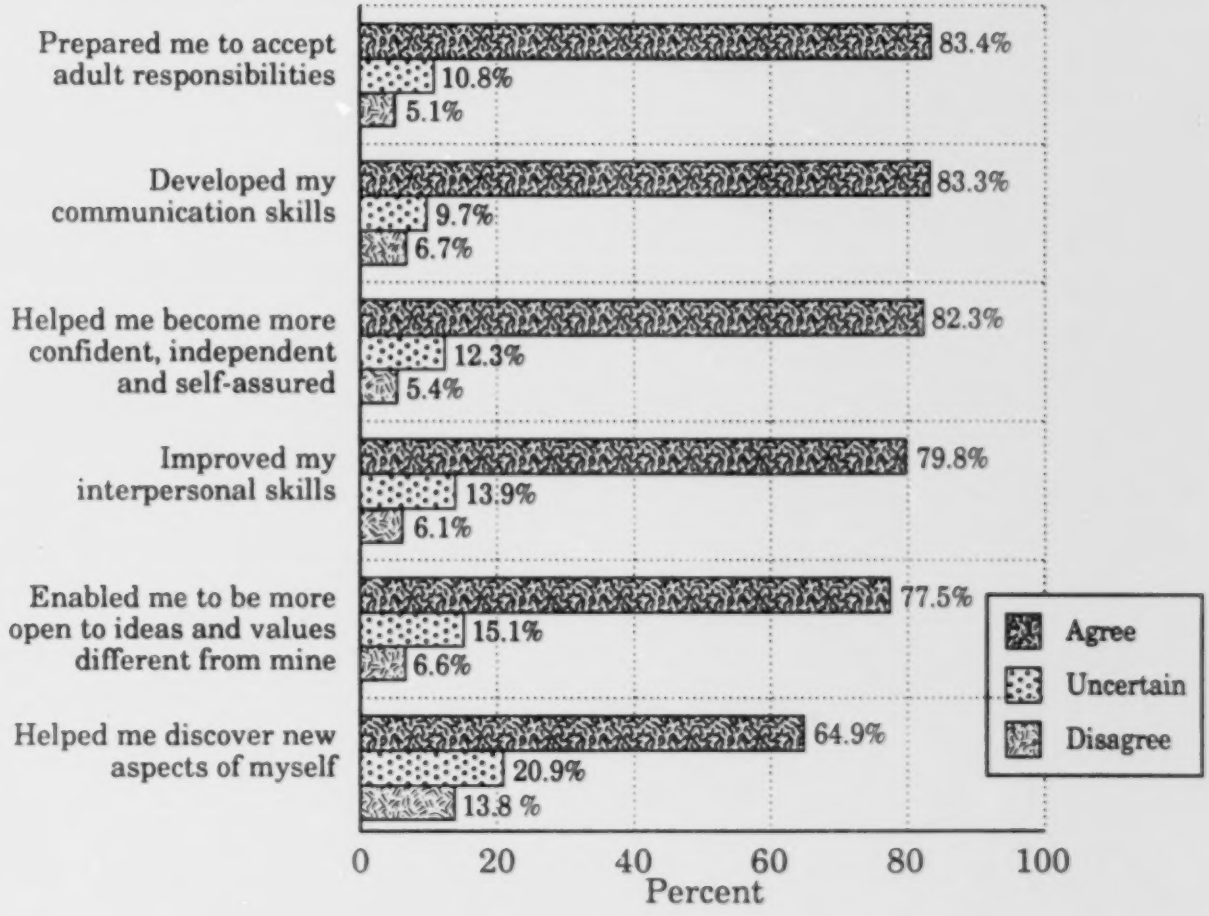
Self-reported accomplishment of selected internship goals by students involved in one-on-one, group and extra-curricular internships during the 1990-91 school year.

Number of students in one-on-one, group and extra-curricular internships = 552

PERSONAL GROWTH

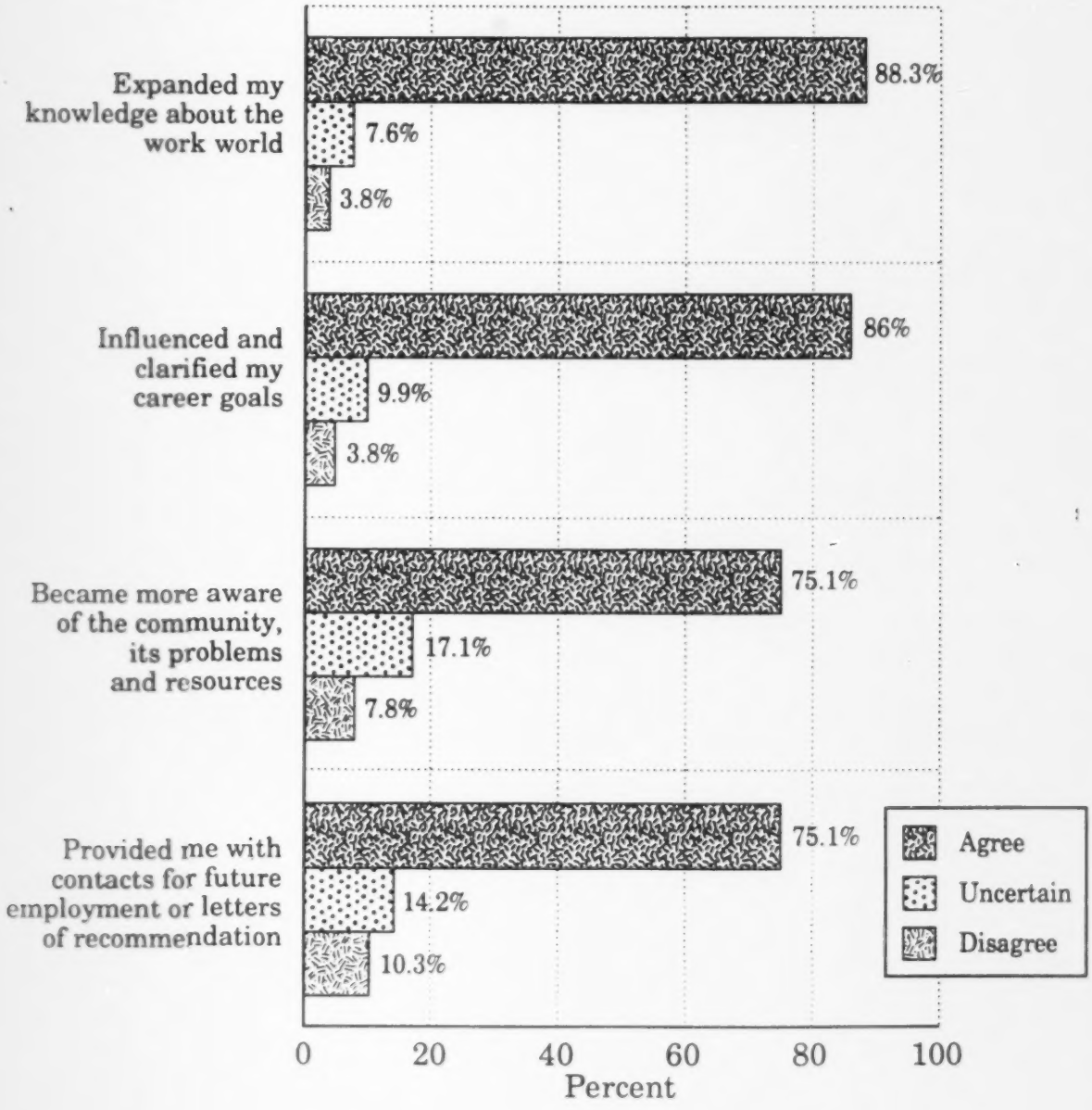


Contributed toward Personal Development



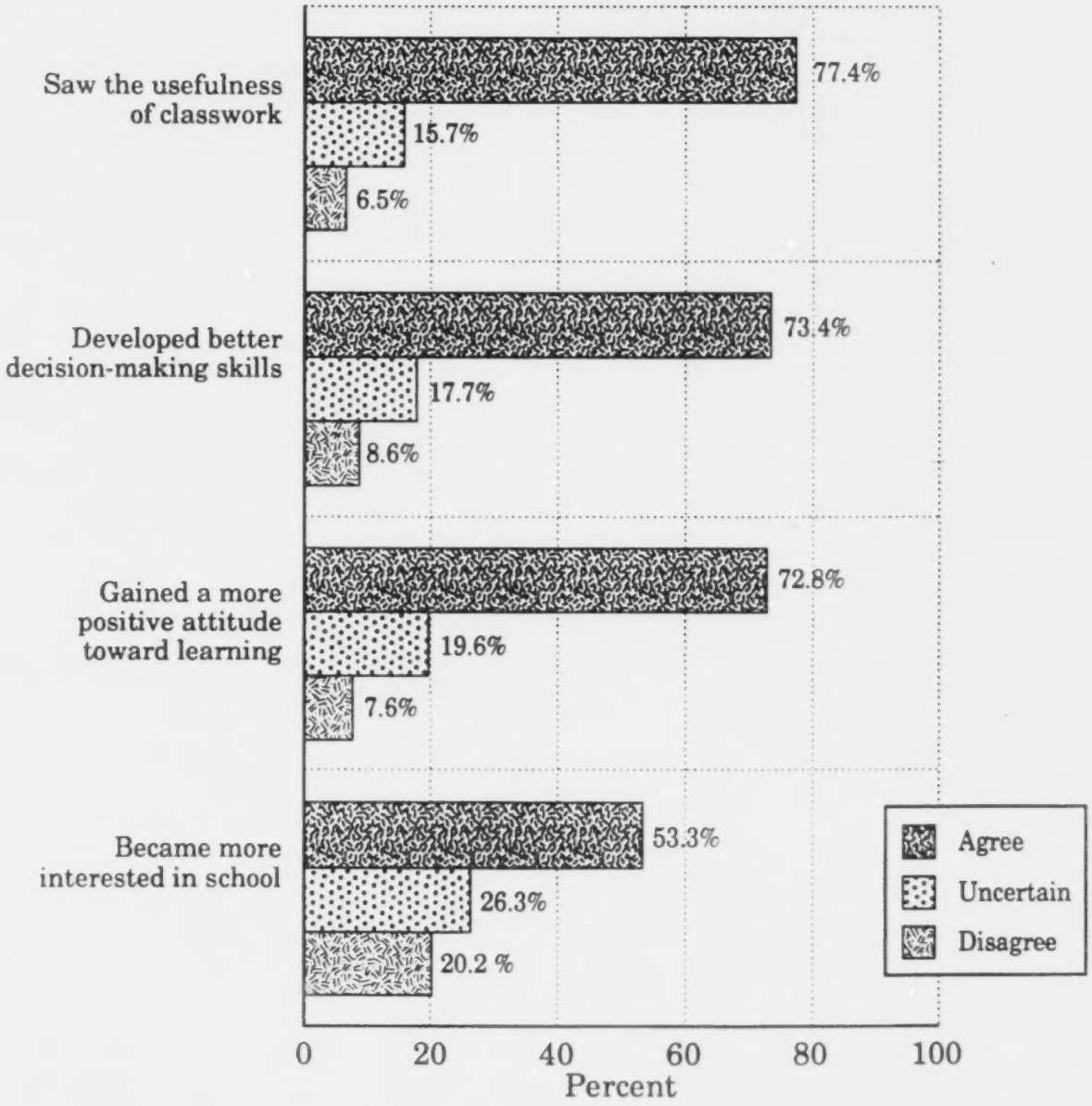
- Most students (83.4%) agreed that the internship prepared them to accept adult responsibility and helped develop their communication skills.
- A large percentage (82.3%) reported that they became more confident, independent, and self-assured due to their internship.
- Students were not as sure that the internships had helped them discover new aspects of themselves since only 64.9% agreed. Perhaps this statement was somewhat vague since other related statements received a much higher percentage of agree responses.

Gained Career and Community Awareness



- Nearly all (88.3%) felt that the internship expanded their knowledge about the work world.
- Most students (86%) believed that the internship influenced and clarified career goals.

Related Internship to School



- Although most students (77.4%) believed the internship helped them see the usefulness of classwork and they gained a more positive attitude toward learning (72.8%), a much smaller percentage (53.3%) reported that they became more interested in school.

Conclusion

Based on survey results, we believe that the Academic Internship Program (AIP) is one of the most valuable "real world" experiences our high school students can have.

The overwhelming majority of students believe that the AIP provides an excellent opportunity to:

- expand their knowledge about the world of work.
- clarify career goals.
- acquire information and/or use equipment not available at school.
- develop communication skills.
- become more confident, independent, and self-assured.

The survey results have identified the following needs:

- strengthen the integration of the internship experience with high school course work.
- help students realize the long-range impact of the internship experience on their lives (example: résumé building, future employment, and letters of recommendation).
- involve teacher sponsors more with the AIP.

THE RESULTS OF THIS SURVEY DEMONSTRATE THAT THE ACADEMIC INTERNSHIP PROGRAM FULFILLS THE VISION OF CHARLOTTE-MECKLENBURG SCHOOLS IN WHICH ALL STUDENTS ACQUIRE THE KNOWLEDGE, SKILLS, AND VALUES NECESSARY TO LIVE RICH AND FULL LIVES AS PRODUCTIVE AND ENLIGHTENED MEMBERS OF SOCIETY.

Building Dreams
Planning Guide

Charlotte-Mecklenburg Schools

1998-1999

A Letter from the Superintendent

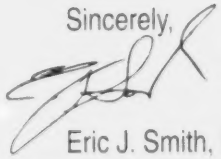
Dear Students and Parents:

The *Building Dreams Planning Guide* for students is designed to provide helpful information needed for selection of courses for the 1998-99 school year and to assist all students with the development of a four-year high school plan. All students are expected to pursue a challenging course of study while building their dreams and mapping an educational career to prepare them for the challenges of a new century. Selecting courses is a serious undertaking that involves much thought and conversation among students, parents, teachers, and school counselors. The following is suggested:

- Students and parents should plan together.
- Read all the material carefully.
- Consider all possible courses and choose those that will help you attain your career goals.
- All graduation requirements must be included in your plan.
- Talk with your school counselor before finalizing your individual plan.

Take advantage of the challenging offerings available to you at Charlotte-Mecklenburg high schools and build your dreams for the future.

Sincerely,



Eric J. Smith, Ed.D.
Superintendent

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How to Use This Planning Guide

This Planning Guide has been prepared to assist Charlotte-Mecklenburg students and parents in planning and selecting the best educational program to meet their individual needs, aptitudes, and abilities.

We suggest parents keep this handbook throughout the remainder of a student's attendance in a Charlotte-Mecklenburg school since these will be the requirements that will have to be met for graduation.

The information provided is current at the time of printing, but it is recommended that you work closely with your school counselor to be aware of any last-minute changes.

The course descriptions included are to provide an overview. Department chairpersons and teachers are also resources for more specific program and course content information.

Follow the procedures listed below for using this book:

- Read and review carefully this Planning Guide.
- Study the information on pages 1 and 2.
- Attend your school's registration information meeting with your parent(s).
- Work with your parent(s), school counselors, and teachers to create or update your educational and career goals worksheet and portfolio.
- Follow your school's registration procedures for selecting courses.

Graduation Requirements

Subject	CMS Graduation	College Tech Prep	State University Admission	NC Academic Scholar
English	4 units (English I, II, III, IV)	4 units (English I, II, III, IV)	4 units (English I, II, III, IV)	4 units (English I, II, III, IV)
Mathematics	3 units (must include Algebra I)	3 units: (Algebra I, Geometry, Algebra II or Algebra I, Technical Math I & II)	3 units (Alg. I & II, Geometry or a higher level Math course for which Alg. II is a prerequisite)	3 units (Alg. I & II, Geometry. One unit more advanced math if Alg. I was in grade 8.)
Science	3 units (must include biology & a physical science)	3 units: a physical science course related to career pathway; Biology; other science course related to career pathway	3 units* (Biology I, a physical science and one more course) at least one must be a lab course	3 units (Biology I, a physical science and one more course) at least one must be a lab course
Social Studies	3.5 units (U.S. History; Economic, Legal and Political Systems; World History, Applied Economics .5)	3.5 units (U.S. History; Economic, Legal and Political Systems; World History, Applied Economics .5)	3.5 units (U.S. History; Economic, Legal and Political Systems; World History, Applied Economics .5)	3 units
Health/Physical Education	1.5 units (Health & P.E. .5 grade 9, Lifetime Sports & Fitness .5 grades 10-12, Personal Health Issues .5 grades 10-12)	1.5 units (Health & P.E. .5 grade 9, Lifetime Sports & Fitness .5 grades 10-12, Personal Health Issues .5 grades 10-12)	Meet CMS requirements	1 unit
Foreign Language	none required	none required	2 units of same language (recommended)**	2 units of same language
Career/Technical		4 units. Select courses appropriate for career pathway or major		
Electives	5 units	4 career/technical units plus a minimum of 1 additional elective unit	Meet CMS requirements	2 additional units from English, math, science, social studies or foreign language
Total	**20**	**Meet CMS and above listed requirements**	**Meet CMS and above listed requirements**	**22 units with 3.0 weighted GPA**

***It is recommended that students complete 2 course units in one foreign language and take one foreign language course unit and one mathematics course unit in the twelfth grade.*

** Class of 2002: 3 units (biology, a physical science, and an earth/environmental science)*

Graduation

You must meet the course requirements above plus other requirements indicated below to graduate from the Charlotte-Mecklenburg School System. To enroll in any of the sixteen branches of the Consolidated University of North Carolina System, you must meet the minimum requirements for State University admission. If you complete the requirements to become a North Carolina Academic Scholar, you will receive a seal of recognition on your diploma and other special recognition at graduation.

1. You must earn all credits toward graduation in grades 9, 10, 11, and 12.
2. You must meet the North Carolina Competency requirements.
3. If you entered the 8th grade in the 1996-97 school year or after, you must demonstrate proficiency as measured by the N.C. Test of Computer Skills.
4. Students who transfer into the Charlotte-Mecklenburg Schools in grades 9, 10, or 11 are expected to meet the CMS graduation requirements. Transfer students who enter the CMS system at the beginning of or during the twelfth grade and who are unable to meet CMS graduation requirements may graduate by meeting the graduation requirements of the school from which they transferred. CMS high schools must verify that transfer students have met all grade 9-12 requirements prior to graduation.
5. **Students must successfully complete all graduation requirements prior to the day of graduation to participate in graduation exercises.**
6. Students who are under suspension at the time of graduation may not participate in graduation exercises.
7. Students who have met the requirements for graduation and have financial obligations to the schools may be permitted to participate in graduation exercises but will not be issued diplomas or other school records until these obligations have been satisfied.

Social Studies

- AP European History may **not** be substituted for a unit of World History.
- A student who demonstrates proficiency in a competency-based assessment will be exempt from taking Applied Economics. Demonstrating proficiency on the Applied Economics assessment exempts a student from the Applied Economics course but does **not** grant the .5 unit of credit needed for graduation. A student who is exempt based on the assessment may take the .5 unit in social studies or another elective. Students who do **not** satisfy the assessment criteria will be required to take Applied Economics.

Educational and Career Goals Worksheet

Check Your Progress to Meet High School Graduation Requirements

Grade 9	Grade 10	Grade 11	Grade 12
☐ English I	☐ English II	☐ English III	☐ English IV
☐ Math	☐ Math	☐ Math	Math recommended
	Algebra I is required.		
☐ Science	☐ Science	☐ Science	Science recommended
	Biology I, a physical science, and one other science course is required.		
☐ Economic/Legal/Political Systems	☐ World History	☐ U.S. History	☐ Applied Economics (s)
☐ Health/Physical Education (s)	☐ Personal Health Issues/Lifetime Sports and Fitness		
Electives:	Electives:	Electives:	Electives:
	Reminder...successful completion of TWO course units in one foreign language with one course unit taken in the 12th grade is recommended or required by most 4-year colleges.		
☐	☐	☐	☐

Remember: *Meeting high school graduation requirements is not the same as meeting college and university admission requirements. A full schedule of rigorous courses is needed so you will have many opportunities open to you after high school. Your school counselor has suggested educational paths leading to your personal education and career goals.*

My Career Goal is _____

Education/Training Plan:

- ☐ Directly to work
- ☐ Enter Military
- ☐ Enter Vocational/Technical Program/Adult Apprenticeship
- ☐ College Tech Prep (2 yr. AAS Degree)
- ☐ College/University Prep (2-yr. AA/AS Degree/College transfer)
- ☐ College/University Prep (4-yr. Baccalaureate Degree)

Career Interest Area:

- ☐ Arts and Communication
- ☐ Business
- ☐ Construction Technologies
- ☐ Community, Hospitality and Protective Services
- ☐ Computer Science and Information Systems
- ☐ Environmental and Science Systems
- ☐ Health Sciences and Technologies
- ☐ Manufacturing and Engineering Systems

Work Based Learning Opportunities:

- ☐ Exploring
- ☐ Shadowing
- ☐ Internships
- ☐ Cooperative (Co-op) Experience
- ☐ Youth Apprenticeship

Activities/Interests:

- ☐ Clubs _____
- ☐ Sports _____
- ☐ Community Service/Volunteer Activities _____

66

Early Graduation — CMS Reg. # 5127.1

A student may qualify for early graduation provided he/she:

1. Has maintained a grade point average of 3.5 or better for the two semesters of his/her sophomore year

AND

2. Has a a written plan approved by the principal which would include satisfactory completion of courses in two summer sessions.

Graduation exercises are held at the end of the school year and at the end of second session summer school. You may graduate at only one of these two times and must have enrolled for the semester immediately preceding graduation.

Students who enroll in college at the end of their junior year and satisfactorily complete college courses which satisfy requirements for high school graduation may receive a diploma with their high school class provided they have met all other requirements for graduation. Students who take college-level courses while enrolled in high school may have the credit for these courses placed in escrow and use this credit when they are enrolled in college. In addition, students may receive high school credit for these courses.

Class Rank Calculations

Class rank is figured in two ways: **unweighted** based on grade point average (GPA) and **weighted** based on quality point average (QPA). **ONLY the WEIGHTED class rank, however, is shown on the transcript.**

Unweighted:
Grades in a one-unit course earn grade points as follows:

A = 4, B = 3, C = 2, D = 1

The points earned are divided by the number of units attempted to determine the GPA.

Courses Eligible for Weighting:

1. Honors or advanced levels of courses would be eligible for **one** additional quality point provided they are "above and beyond" the standard course of study. This definition states that a standard level course exist **before** an honors/advanced/AG level be created. Arts Education Honors Courses are based on the *National Standards for Arts Education* and the *North Carolina Standard Course of Study.*
2. Advanced Placement or International Baccalaureate courses recognized by national curricula and validated with standardized assessments would receive an additional two quality points.
3. Courses which are beyond the Advanced Placement course (have the AP course as a prerequisite) in a subject will be eligible for an extra two quality points.
4. Foreign language **beyond the second level** would be eligible for one additional quality point.
5. Collegiate courses **only if beyond the AP/IB course level (freshman level in college).** This policy is designed to limit the selection of college-level courses taken by high school students to those in the AP or IB curriculum or to those that build upon these courses.

Courses Not Eligible for Weighting:

- Remedial
- Workforce Development
- Standard Level Arts Education
- Courses without enrollment in a standard level version of the course

Standardized Transcript
The electronically generated standardized transcript is the result of joint planning by the Department of Public Instruction, The Board of Governors of the University of North Carolina, the State Board of Community Colleges, North Carolina Association of Independent Universities and Colleges, and Local Education Agencies, required originally in 1989 and amended in 1991. All CMS schools will use this transcript as approved by the Charlotte-Mecklenburg Schools.

Grade Placement — CMS Reg. # 5123

Grade Placement for high school students will be determined by the following criteria:

1. To be placed in grade nine, an eighth grade student must have successfully completed four (4) courses for the year: Language Arts/English, Mathematics, Science or Social Studies, and one other unit.
2. To be placed in grade ten, a ninth grade student must have successfully completed four (4) units: English I, one unit of mathematics and one unit of science or one unit of social studies and one other unit which includes .5 unit of health/physical education.
3. To be placed in grade eleven, a tenth grade student must have successfully completed eight (8) units. These eight units must include English I and II, two units of mathematics, two units of science and/or social studies and two other units.
4. To be placed in grade twelve, an eleventh grade student must have successfully completed twelve (12) units. These twelve units must include English I, II, and III; two units of mathematics; two units of science; two units of social studies and three other units.

Grading System: High Schools — CMS Reg. # 5124.1

1. Grade values

A 93-100
B 85-92
C 77-84
D 70-76
F Below 70/Failing – No credit given

2. Grades A-F are given in all subjects.
3. One-half unit of credit is granted on a semester basis. Credit for one semester is not dependent upon work done in another semester.
4. Conduct rating scale
   1 Excellent
   2 Acceptable
   3 Needs Improvement
   4 Unsatisfactory

Rank In Class

A. Courses must meet the following criteria:

1. Semester length courses taken in grades 9-12, beginning with the Class of '96. A year course will be treated as two semester courses. Courses meeting two or more periods and carrying two or more credits will be dealt with as two or more courses.
2. Grades A-F.
3. Taught on campus. Exceptions: Work Based Learning Experiences which are a part of the Workforce Development Education program and which carry graduation credit will be considered to constitute an extension of the campus. The Charlotte-Mecklenburg Schools summer program and the CPCC College Experience courses taken at CPCC with the approval of the principal for graduation credit will also be regarded as an extension of the campus.
4. Carry graduation credit.

B. Students

1. In order to be ranked with a given class at a given school, a student must have been a member of that class during all of the last semester preceding the ranking.
2. A student must also have acquired at least eleven semester courses. Less than one half of the eligible courses may be courses carrying the designate of EC for Exceptional Children. Those eligible courses may be a combination of local and transfer courses.

C. Time

1. Class rank will be computed at the end of the student's sixth semester and again after seven semesters. A high school student's grade point average will be determined including all grades earned in the ninth grade. All high schools will rank students at the end of their sixth semester (normally at the end of the eleventh grade). The final, official rank which will be used to determine honor graduates will be established at the end of the seventh semester (middle of the senior year). If there is a tie, the students will be named co-valedictorians. Once the grade point average is determined at the end of seven semesters, the student must maintain at least a 3.5 average for the eighth semester to be recognized as the valedictorian/salutatorian.
2. Individual schools may, optionally, do additional rankings at other times. Whenever a class has been ranked more than once, the most recent rank will be used on transcripts and other documents carrying a record of class rank and will show the number of semesters of work included in the computation.

D. Computation

Class rank will be determined by Grade Point Average (GPA) with Rank 1 going to the highest GPA, etc. This GPA will be computed as follows:

1. The number of quality points will be four times the number of A's, plus three times the number of B's, plus two times the number of C's plus the number of D's plus the number of advanced credit courses passed. One additional quality point will be given for Advanced /Honors/AG courses, and two additional points will be given for IB and AP courses. All students enrolled in Advanced/Honors/AG, IB and AP courses will be eligible for additional quality points upon successful completion of the course. Advanced credit will be given for transfer courses when clearly indicated on the transcript.
2. GPA will be the number of quality points divided by the number of eligible semester courses.
3. All eligible courses taken, including repeat courses (regular or summer school), will be included in the calculation of the GPA. However, **credit can be given for a course only once** regardless of how many times that course is taken.

Schedule Changes

All student-initiated schedule changes must be made during **the first ten school days of each semester without penalty.** Any student-initiated changes made **beyond this time limit** will result in the student receiving a grade of "**F**" for the semester.

Planning for a Career

What does the future hold for me?

One question asked by students is, "What am I going to do after I graduate from high school?" You will devote much time, energy, and effort pondering the many choices you will face upon leaving high school.

The world of work is undergoing the most dramatic changes in our history. Many jobs which will be available to you after completing high school have not yet been created.

Due to changing technology and increased global competition, workers must be prepared for technological adaptation and must be committed to lifelong learning. You will probably be involved with some type of on-going training, either formal or informal, throughout your working career.

Entry-level jobs requiring only a high school diploma are evaporating. There will be even fewer in the job market when you enter. The minimum educational level required for most jobs by the time you graduate will be two years beyond high school. Whatever your training, you must periodically update your skills or obtain additional formal education in order to survive in our competitive job market.

An increasing number of the jobs that will be available will require a technical or associate degree. These jobs will require a solid academic foundation in math, science, communications, and computer skills.

Employers also stress reasoning, teamwork, and interpersonal communication skills. Personal qualities that employers are seeking are responsibility, self-esteem, sociability, self-management, integrity and honesty. You can begin acquiring, developing, and practicing these skills now. You can gain experience in these critical areas in your classes, after-school activities, sports endeavors, and other school-related opportunities.

What can I do in high school to prepare me for life after I graduate?

Most of you can expect to work, earn a living, and build a career. To do this successfully requires planning. You need to set personal goals that will give focus to your high school years. These goals should be outlined in your Career Development Plan (a four-year plan of selected courses to help you prepare for your education after high school and your chosen career) developed with the assistance of your parent/guardian and school counselor.

Your Career Development Plan provides a strategy for accomplishing your educational and career goals. You will want to revise your career development plan annually while in high school to reflect your changing interests and abilities. The important thing to remember is that you need a career focus so that your plan is goal-oriented at all times. It is better to have a goal that can be changed than to complete your high school career without being prepared for higher education, training or to enter the workforce.

Use your high school years as a time to continue learning about the world of work. Visit area businesses and industry; participate in work-based learning experiences; and research different careers. Industry-Education Coordinators and Special Populations Coordinators are also available at each high school to assist with career development activities.

Remember, whatever educational path you take when you graduate — community college, a four-year university or on-the-job training— that path will hopefully lead you to a productive, satisfying career. Start getting ready now for the new workplace.

What opportunities do I have to participate in work-based learning experience?

Work-based learning experiences are available to help you make better career and education decisions. They can expose you to various careers as well as provide you experience and preparation in a career area.

Exploring
(Grades 9-12) Exploring, a division of the Boy Scouts of America, allows you to gain experience in a career or special interest. Night meetings are usually held at the site of the interest-area sponsor.

Job Shadowing
(Grades 9-12) Shadowing is usually a 1/2 day or one full day educational experience. You visit a business to observe the performance of activities of a specific occupation/career role model.

Internship
(Grades 10, 2nd. sem-12) Internship opportunities are available to provide you with in-depth knowledge of academic or career interests. Internships are available through the Academic Internship Program, the Academy of Finance, the Academy of Travel and Tourism, and Medical Sciences II.

Cooperative (Co-op) Experience
(Grades 11 & 12) Some workforce development courses offer you a co-op option. You work at a training site related to a workforce development course to gain experience in your career interest. The experience is planned and supervised by your workforce development teacher and employer.

Youth Apprenticeship
(Grades 11 & 12) The youth apprenticeship program will provide on-the-job training in occupations that can lead to careers that are high-paying and high-skilled. This program is registered with the Department of Labor.

Preparation for Post-Secondary Educational Programs

If you plan to attend a four-year college or university or a community college, you will select a **College Prep** or **College Tech Prep** course of study during high school. Both are designed to prepare you for higher education. As a College Prep or College Tech Prep student, you may select an area of concentration for your elective courses. If your interests and career goals change, you may make adjustments in your choice of programs.

College Prep *(Four-Year Baccalaureate Degree)*

College Prep provides you with extensive preparation for college-level work leading to a baccalaureate degree. This course of study includes the courses that are required for admission by the University of North Carolina's sixteen campuses. Some colleges and universities have additional admissions requirements so be sure to check college catalogs early. You are encouraged to take challenging, high-level courses that complement and develop your personal and career interests.

College Tech Prep *(Two-Year Associate in Applied Science Degree)*

College Tech Prep is designed to ensure you a smooth transition into an associate in applied science degree program at a community college or into an apprenticeship. You will select a career major that enables you to focus on a sequential course of study that blends higher level academic and technical courses.

Dual Course of Study

If you wish to maximize your future educational options, you may combine College Prep and College Tech Prep. The "Dual Course of Study" includes the CMS graduation requirements, courses required for entrance into North Carolina's public universities, and a minimum of four career major electives. Dual course of study students are prepared for entrance into two-year or four-year college degree programs.

Career Interest Areas

The number of career choices is diverse and exciting. The possibilities are limitless. Career Interest Areas are based on the concept that occupations require identified academic skills and knowledge and a technical core of courses common to several related specialties. Most occupations fall into one of the following career interest areas:

- Arts and Communications
- Business
- Construction Technologies
- Community, Hospitality and Protective Services
- Computer Science and Information Systems
- Environmental and Science Systems
- Health Sciences and Technologies
- Manufacturing and Engineering Systems

Earning College Credit in High School

You have several opportunities to earn college credit for courses taken while you are in high school. These courses may give you high school graduation credit, may exempt you from introductory college courses, and/or may give you college graduation credit.

See your Counselor, Industry-Education Coordinator or Special Populations Coordinator for more complete information about each of the following:

Advanced Placement (AP)

If you plan to continue your education at a four-year university and would like to earn college credit while still in high school, AP courses are available in selected areas. Each course covers material equivalent to a full-year college course.

You must pay a required fee to take each AP Exam. Every university determines the minimum number of exam points needed to earn credit and the number of semester hours it will grant. Contact the universities that interest you for more specific information.

International Baccalaureate (IB)

IB students in grades eleven and twelve work to complete the requirements for the IB Diploma. One of those requirements is that they have passing scores on examinations in six (6) IB subjects. Individual colleges determine if these IB examination scores are acceptable.

Advanced Technical Credit (For College Tech Prep Students only)

If you are in College Tech Prep, you may take identified high school courses that will award high school and college credit if you meet established standards. Advanced technical credit courses are designated for each of the College Tech Prep Career Majors. Suggested career paths have been established for each College Tech Prep major. Advanced technical credit courses have been identified on each College Tech Prep Career Path.

Central Piedmont Community College *(CPCC) College Experience*

The College Experience offers you a head start on a college education and personal enrichment opportunities. You will receive dual credit for the college-level courses successfully completed. Tuition, books and tools are paid for by CMS. Your Industry-Education Coordinator can give you a College Experience Guide and pre-arrange for transportation to CPCC. You must provide your own transportation from CPCC to your home. The listing of approved College Experience courses begins on page 50.

Post-Secondary Educational Programs

Consult your School Counselor or Industry-Education Coordinator to ensure that:

- courses you select meet minimum requirements for high school graduation and college or university admission.
- you take appropriate electives which best meet your career goals.

A community college, such as Central Piedmont Community College, offers one-year certificate/diploma programs, two-year Associate in Arts, Associate in Science, Associate in Fine Arts or Associate in Applied Science degrees. Four-year colleges or universities offer baccalaureate (bachelor) degrees.

Below is a ***sample*** of the programs offered at community colleges and four-year colleges or universities.

Associate Degree Program Admissions

While community colleges in North Carolina have an "open door" admissions policy, individual programs may have specific high school course and placement test requirements for admission. A community college admissions officer can give you more detailed information. Some program admission requirements include:

- Advertising & Graphic Design: *English & Math placement tests*
- Computer Engineering Technology: *Algebra, Geometry, Advanced Math*
- Health Information Technology: *Computer Science, Health Occupations, Biology*
- Medical Assisting: *Biology with a C or better*
- Nursing: *Chemistry with a C or better*

Baccalaureate Degree Program Admissions

All sixteen branches of the University of North Carolina require the courses shown on the chart on page 1 as a minimum. Since admissions requirements vary from college to college, you should check the specific requirements for the ones you are considering.

If you hope to attend a highly competitive college, including some of those in the state university system, or want to maximize your chances of being accepted at the college of your choice, you will want to take the most challenging courses you can while in high school.

College admissions officers look at a student's choice of courses, grades, rank in class, and admissions test scores. At some schools, extracurricular activities and community service are considered.

Samples of Career Concentration Options for Each Post-Secondary Level

Career Concentration	One-year Diploma/ Certificate Programs	Two-year Associate Degree Programs	Four-year Bachelor's Degree Programs
Arts & Communications	Radio Broadcasting Illustration Dance	Graphic Arts & Imaging Tech Interior Design Photofinishing	Visual & Performing Arts Journalism Advertising
Business	Data Entry Insurance Sales	International Business Marketing & Retailing Accounting	Banking & Finance Economics Management
Construction Technologies	Carpentry Equipment Operation Masonry	Surveying Technology Architectural Technology AC/Heating & Refrigeration	Civil Engineering Construction Management
Community, Hospitality & Protective Services	Human Services Technology Early Childhood Culinary Technology	Fire Protection Hotel/Restaurant Management Interpreter Education	Hospital Administration Social Work Gerontology
Computer Science & Information Systems	Information Systems Information Management	Information Systems Programming	Information Science/Systems Computer System Analysis Computer Programming
Environmental & Science Systems	Forestry Veterinary Technology Water & Wastewater Tech	Horticulture Technology Forest Management Tech Recreation Grounds Mgmt	Landscape Operations Environmental Science Studies Biochemistry
Health Sciences & Technologies	Dental Assisting Medical Transcription *Nursing	Dental Hygiene Physical Therapist Assistant *Nursing	Pre-Med Health Administration *Nursing
Manufacturing & Engineering Systems	Autobody Repair Electrical Electronic Tech	Automotive System Tech Mechanical Eng. Tech Machining Technology	Industrial/Manufacturing Eng Engineering Technology Mechanical Engineering

*Note: Many career majors can be earned at more than one post-secondary level. For example, you could be a practical nurse or a nurse with an associate or bachelor degree.

Planning Ahead

Criteria for College Entrance and Scholarship Competition

College admissions officers and scholarship committees look for a variety of characteristics in applicants. Some of the most common criteria include:

- **Courses Taken.** You should take the most challenging courses in which you can succeed.
- **Grades.** Work hard can be prepared for class each day. Seek help when you need to from your family, teachers and school counselors.
- **SAT-I or ACT Scores.** Reading will help boost your scores!
- **Class Rank.**
- **School and Community Activities.** Well chosen activities in which you have a genuine interest and require significant time and energy are more important than a long list of activities. Leadership development is important when competing for scholarships.
- **Recommendations.** Get to know your school counselor, school administrators, teachers and other adults in the community.
- **Essays, interviews.** Reading will improve your writing and speaking ability.

Good Practice: The PSAT/NMSQT

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test serves as:

- practice for the Scholastic Assessment Test (SAT-I)
- a rough indicator of how you will score on the SAT-I
- a qualifying test for the National Merit and Achievement Scholarships and for the National Hispanic Scholar Recognition Program.
- a qualifying test for some employee scholarship programs.

CMS Freshmen and Sophomores automatically take this test. College-bound juniors should register and take the PSAT/NMSQT given in October.

Examinations for College Admission

The Scholastic Assessment Test (SAT-I) or the American College Test (ACT) is required for admission to four-year colleges and universities. It is recommended that you take the SAT I and/or ACT twice. Most colleges will accept the highest combination of verbal and math scores on the SAT-I even if they were achieved on different test dates.

- **SAT-I** This test includes verbal and mathematical questions. Verbal questions test your ability to understand and analyze what you read and to understand vocabulary in context. Mathematics questions test your ability to solve problems involving arithmetic, algebra, and geometry.
- **ACT** This test covers four subject areas: English, Mathematics, Social Studies and Natural Sciences.
- **TOEFL:** Test of English as a Foreign Language. This test evaluates the English proficiency of students whose native language is not English. It consists of listening and reading comprehension, structure and written expression, and vocabulary.
- **SAT-II Subject Tests** The College Board offers 24 subject tests which measure knowledge and the ability to apply that knowledge in a specific subject. Some colleges require SAT-II Subject Tests and use them in selecting students for admission and for course placement. You should consult the college catalog of the college in which your are interested.

SAT-I and ACT Preparation

Resources are available at your school to assist you in preparing for the examinations for college admission; oftentimes schools have review courses and computer programs both of which can be very helpful. The Public Library of Charlotte and Mecklenburg County has additional test preparation resources.

National College Fair/ Charlotte Career Expo

You will want to attend this event held each spring. Ninth grade is not too early to gather information from college and career representatives to help you make decisions about your future. This a good event to attend with your family.

Want To Go To College? Follow These Steps...

Grade 8

- Become familiar with college entrance requirements.
- Look ahead and make a 4-year plan (Career Development Plan) for reaching your educational and career goals. Include it in your Career Planning Portfolio.
- Do your best on the eighth grade end-of-grade test.
- Explore your career interest through interest inventories, shadowing or attending a Career Fair.

Freshman Year - Grade 9

- Talk with your parents and school counselor about future plans.
- Review and update your Career Development Plan.
- Review college entrance requirements.
- Take challenging classes which prepare you for college.
- Attend school each day and prepare daily for your classes so that your grades are the best. Grade point average (GPA) and class rank based on semester grades are calculated beginning in grade 9. Remember that advanced classes earn extra quality point each semester. Attendance is also reported on your high school transcript.
- Take the PSAT.
- Explore careers (job shadowing, interest inventory, Charlotte Career Expo)
- Participate in extracurricular activities. Keep a record of them.

Sophomore Year - Grade 10

- Review your selection of high school courses, keeping in mind the College Tech Prep career paths and college entrance requirements.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers. Second semester you are eligible to participate in the Academic Internship Program.
- Update your Career Development Plan and Career Planning Portfolio.
- Do well in challenging courses to maintain or improve your grade point average and class rank.
- Take the PSAT.
- Attend Career/College Day with your parents.
- Continue involvement in school and community activities.
- Select challenging courses for your junior year during Spring registration. Consider taking Advanced, Academically Gifted, or Advanced Placement courses in your best academic areas.
- Participate in a summer enrichment program.

Junior Year - Grade 11

- Renew your commitment to take challenging college preparatory courses. If you have not yet taken a foreign language, it is now time to begin one. Most colleges require two years of the same language and recommend that one be taken in the senior year.
- Take the PSAT which is the National Merit Scholarship Qualifying Test for juniors.
- Make a list of your abilities, interests, needs and goals, and explore your options among colleges and careers with your parents and school counselor.
- Make an initial list of colleges and careers that interest you and seek out information about them:
  - Use the Internet or computer software
  - Attend Charlotte Career Expo/ National College Fair in spring
  - Interview or observe people in career fields you like
  - Interview people who have attended colleges in which you are interested
  - Write to a college for a viewbook
  - Visit prospective colleges
  - Check college catalogs for specific entrance requirements (tests, courses, timeline)
  - Check college catalogs for specific entrance requirements (tests, courses, timeline)
  - Consider a work-based learning opportunity (co-op, youth apprenticeship, internships)
  - Second semester sign up at school to talk with college representatives as they visit your school
- In March or May, take the SAT I or ACT and request that the scores be sent to at least three colleges. Registration material is available in the school Student Services office.
- Attend the Financial Aid workshop at your school with your parents. (It is usually held in January.)
- Investigate sources of financial aid (scholarships, grants, and loans)
- Participate in SAT/ACT preparation activities offered at your school.
- In May or June take SAT II examinations if required by the colleges you are considering.
- Take Advanced Placement examinations in May if you were enrolled in those courses.
- If you are a potential college athlete, register with the NCAA Clearinghouse. Information is available in the Student Services office at your school.
- Plan your senior year schedule to include the remaining college preparatory courses you need.
- Continue participation in school and community activities; volunteer community service.
- Investigate pre-college and enrichment programs for the summer part-time or jobs in your area of career interest.
- Begin requesting college applications.

Senior Year - Grade 12

- Take Senior year classes which will best prepare you for college level work. Remember that most colleges recommend that you take a math and a foreign language course in your senior year.
- Meet with your school counselor/ IEC to finalize your list of colleges, narrowing your list down to three.

- If applying for early decision, submit your applications in October or November; try to submit all applications by December 1. Meet all deadlines.
- Attend the Fall College Fair for Seniors; continue to meet with college representatives who come to your school.
- Contact the financial aid offices at the schools to which you are applying. If you must file a CSS/Financial Aid profile, request information from your counselor.
- Apply for scholarships. See your counselor for information about scholarships publicized at your school.
- Take the SAT I again in October or November. Take SAT II if required by your choice of colleges.
- Visit college campuses; teacher workdays are good times for these visits.
- If you did not participate in a work-based learning opportunity last year, consider one now.
- Attend financial aid workshop (January). Look for aid from all possible sources.
- If applying for financial aid, complete and file the FAFSA (Free Application for Federal Student Aid) during January. FAFSA forms are available in the Student Services office at your school, or use "FAFSA on the Web"—www.fafsa.ed.gov.
- Send mid-year grades if requested by the colleges to which you have applied.
- Avoid "senioritis"—stay focused on your course work.
- Respond to college offers of admission and scholarship by May 1. Notify all colleges to which you have been accepted of your final decision.
- Submit required deposits and make plans to take any required placement tests.
- Take Advanced Placement/ International Baccalaureate examinations in May if you were enrolled in those courses.
- Request that a final transcript be sent to the college of your choice.
- Graduate!

In Pursuit of College...

Create Your Options

- Select courses carefully. Choose the highest level in which you can succeed.
- Take foreign language through your senior year.
- Take Advanced Placement courses in your areas of greatest academic strength.
- Take electives which relate to your possible college major or career choice.
- Become computer literate.
- Take an SAT preparatory courses if it is offered at your school.
- Take the PSAT as a Junior for practice before taking the SAT.
- Become involved in school and community activities beginning in the ninth grade.
- Build strong, positive relationships with your teachers, counselors, school administrators, and community leaders.
- Investigate colleges, universities, and careers beginning in the eighth grade.
- Each year update your Career Planning Portfolio and Career Development Plan.
- Each year update your resume. It will be useful for applications and recommendations.

Comparing Colleges

Choosing a college which best suits your needs and matches your interests is an exciting process. A tool you can use to help you organize the information which you gather is a comparison worksheet. After you identify college characteristics which are important to you, then make notes about how each college you are investigating matches these characteristics. Examples of things to consider in choosing a college are:

1. Subject Area of Interest/Program of Study – Does the college offer a course of study in the major that interests you?
2. Program Excellence – Which schools have the best reputation for your area of study?
3. Special Programs – What special programs are offered? Co-op? Study abroad? Military Science, etc.?
4. Type and size – Some people prefer a public university; others, a private college. Some want a small student body and small classes; others prefer a large student population.
5. Location – Think about the kind of geographical setting you prefer: metropolitan area, small town, rural area and distance from home.
6. Cost – In-state public colleges and universities generally cost less than private ones. Costs vary, however, so do not assume that because a school is out of state it will cost more.
7. Financial Aid – Research financial aid sources and how to apply for aid.
8. Admissions Criteria – How selective are the admissions policies? Do you meet the minimum criteria?
9. Support Services – Are computers easily accessible? Are there tutoring services? What is available through the library? Is there a career counseling center or a job placement office?

10. Campus Life – What opportunities are available outside the classroom: cultural events, sports, clubs, recreational facilities, sororities and fraternities?
11. Diversity of Student Body – What kinds of students attend: abilities, interests, goals, ethnic and religious backgrounds?
12. Safety – What security features are in place?

Where to Get Help

Each high school has a Guidance and Student Services staff as well as an Industry Education Coordinator and Special Populations Coordinator ready to help you develop the academic, social, and career planning skills necessary for success in school and beyond. You and your parents are encouraged to talk with them about your education and career goals. It is helpful to schedule an appointment in advance. School counselors will assist you in selecting appropriate courses, providing counseling to help you be successful in the classroom and provide information on the career and college planning process. Industry Education Coordinators and Special Populations Coordinators will provide workforce development activities for you such as: employability skills, classroom modifications, job placement, career shadowing, and assistance in making the transition from high school to post secondary opportunities. You will create a Career Planning Portfolio and Career Development Plan in the 8th grade. It will be updated annually to reflect your education and career goals. You will receive your portfolio to keep as you near graduation.

Information Sources

Resources available in your school's Guidance and Student Services Office or College/Career Center include:

- Handbooks such as *The College Handbook, Peterson's Guide to Colleges, Barron's Handbook of College, Occupational Outlook Handbook, Dictionary of Occupational Titles*
- Listings of the majors offered at four-year, two-year, and technical schools
- Information about
  - scholarships and financial aid
  - summer programs
  - careers, including careers in the military
  - resources available through the Internet
- A collection of college viewbooks, catalogs and software for career and college exploration
- Videos about colleges which provide a campus tour
- Registration forms for SAT I, SAT II, ACT, CSS/Financial Aid Profiles, FAFSA (Free Application for Federal Student Aid), and NCAA Clearinghouse
- Career inventories

Applying to College

After you have taken the steps throughout high school to prepare for college, in your senior year comes the time to complete and send in your applications for admission. Here are a few pointers to assist you in that process:

- Complete the applications neatly and accurately. Follow directions carefully and answer every question. Errors and incompleteness will slow down the admissions process and may even reduce your chances of being accepted.
- File applications before the deadlines.
- Although your parents can help with suggestions on how to prepare your applications, it is your responsibility to complete the applications yourself. Type them or use black ink.

Essays

You are not required to write an essay for every application. However, when it is required or made optional, writing the essay will give you the opportunity to provide additional information about you as a student and an individual. Do not repeat information in your essay which is found elsewhere in your application. If you are not given a specific topic, then write about something of importance to you, for example, a person, book, activity, or incident which affected you deeply. Let the positive aspects of your character and personality shine through. Be honest and to the point. Use correct grammar, spelling, and punctuation. Proofread your essay so that the mechanics, word choices, and style are perfect. Your parents and English teachers can provide help with proofing.

Recommendations

Send recommendations only if they are requested. Choose your references carefully. They should be persons who know you well and have direct knowledge of your qualifications. Be considerate when you ask for a recommendation and give the person at least two weeks to write it. At the time of your request provide a stamped, addressed envelope if you want the recommendation mailed directly to the college's admissions office. If the letter is returned to you for inclusion in your application packet, then ask the person to place the letter in a sealed envelope and to write his/her name across the seal before returning it to you. Also provide the person a list of your activities or a resume. Thank the writer for the letter and let the person know the results of your application and your plans when they are finalized.

Campus Visits and Interviews

Before making your final decision about which college you will attend, it is recommended that you visit the campus. A visit will provide you firsthand information about the college's atmosphere and will give you a chance to talk directly with professors and students.

All colleges welcome a visit to the campus. You should contact the admissions office to arrange a time and to identify any specific aspects of the campus you would like to see: a dorm room, a freshman class, the tutorial or computer lab, the financial

aid office, etc. Teacher workdays, open houses, and summertime are good times for these visits. Dress neatly and be on time for your appointment. Allow at least two hours for your visit.

If you want an interview, ask about their procedure. Interview procedures vary from college to college. The interview provides another opportunity for the admissions staff to know you and for you to find out new information about the school. Before arriving on campus, think about questions which you would like to have answered. Do not ask for information that you could have found on your own by reading the college's catalogs or brochures. At the same time prepare yourself for questions which you think the admissions counselor might ask you. Arriving at the interview well prepared will boost your self-confidence.

After your visit, write a prompt note of thanks to the people with whom you had appointments.

Transcripts

Transcripts are sent only when you request them. You should turn in your written request to the person designated to furnish transcripts in your school's Guidance and Student Services Office. **Requests should be made at least two weeks before the transcripts are needed.**

Some colleges require a mid-year transcript. You will need to request for it to be sent at the end of first semester. After you are accepted, colleges usually ask for a final transcript to verify that you graduated and that you maintained the level of academic achievement evident when you were accepted. You will need to request this transcript in May. Most high schools will provide a special form for you to complete for this request.

Types of Deadlines and Admissions

Early Decision: The application for this type of admission is for the strong candidate with an intense desire to attend a particular college. The application is usually due in October or November with a reply coming in December. If accepted under this plan, you are committed to attend. If you are turned down for early decision, your application may still be considered in the general application group at a later date, and you are now free to apply to other colleges.

Early Action: If you apply by a given date (October 15 for UNC-CH), the college will notify you of its decision by December. Check deadlines for the college of your choice.

Rolling Admissions: You will receive a decision shortly (4-6 weeks) after submitting your application.

Colleges vary in the terms they use to describe their admission process. **Check and adhere to all deadlines for the colleges of your choice.**

Want To Go To A Community College?

You need to begin thinking about your educational and career goals early. In the eighth grade when you develop your Career Development Plan, you may indicate your interest in going to a community college. You will need to select challenging courses in high school that prepare you for college level courses. You can consider being in a college transfer or a technical program. You can earn your first two years of a four year college degree by attending a Community College and enrolling in the College transfer program. Some technical programs can also be continued at a university. If you select a technical program, be sure you follow a College Tech Prep Career path. These paths will provide you with several opportunities such as advanced technical credit and scholarship possibilities. Students are encouraged to contact the college early so the admissions/financial aid process can be completed prior to the fall college semester. Begin by January of your senior year to follow these steps:

- Complete the admissions form
- Apply for financial aid
- Have an official transcript mailed
- Take the placement tests
- Make an appointment with your college program counselor

Financial Aid Pointers

1. Contact the financial aid office of the schools to which you are applying to learn about what you must do to seek financial assistance.
2. Contact the department on campus which you are entering to see if they have any special types of financial aid available.
3. If you transfer from one school to another, your aid does not automatically go with you.
4. You are responsible for obtaining the applications(s), completing the application(s) properly, checking on the status of the application(s) once filed. Fill out the FAFSA, CSS/ Financial Aid Profile (if required) and/or scholarship applications accurately and completely. Respond to all regrets for additional information.
5. Attend the Financial Aid workshop held at your high school each year.

Scholarships and Financial Aid

You may have heard rumors about the millions of dollars in financial aid that go unused each year. Financial aid officers will tell you that these rumors are not true.

Financial aid money comes in two forms: need-based and non-need-based. Need-based moneys are determined by information furnished by you and your parents or guardians on a FAFSA (Free Application for Federal Student Aid). The FAFSA is available in your school's Guidance and Student Services Office in December. It cannot be filed before January 1 of the year in which you plan to attend college. Some colleges require an additional form, the CSS/Financial Aid Profile (available beginning in September). You will need to contact the financial aid offices at the colleges to which you are applying to find out what forms are required for need-based aid. Most money comes through the college financial aid offices. Most financial aid is based on need; not merit.

Non-need based moneys are usually awarded for outstanding merit: scholastic, athletic, leadership, community service, artistic, musical, theatrical, or literary, etc. These moneys are available through the colleges themselves, clubs, religious and community organizations, your parents' or your own employers, or your high school. Explore all possibilities.

Other ways to pay for college include US Military Services programs (contact various branches about educational benefits available during and after serving in ROTC, NC Army National Guard, or the US Armed Forces), institutional payment options, and commercial loans.

Additional funds are available through lending institutions such as the College Foundation. The Communities-In-Schools' Think College Program is available at some high schools and may provide assistance in completing financial aid applications, and if needed, last-dollar financial aid to attend Central Piedmont Community College.

Check the financial aid and scholarship guides and indexes in your high school Guidance office. Scholarships are announced and posted. Scholarship information may also be found on the CMS web site at http://www.cms.K12.nc.us/departments/guidance/guidance.html. When investigating schools, ask about scholarships and other sources of financial assistance. You and your parents will want to attend the financial aid workshop held at your high school.

Like college admission, going after scholarships can be very competitive. Plan ahead. You will need excellent grades, GPA, class rank, community and school activities, and recommendations. Leadership, scholarship, and involvement are extremely important if you want to compete for major scholarships.

Types of Financial Aid

A financial aid "package" may include any or a combination of the following:

Scholarship - gift aid which does not have to be repaid usually given to students with outstanding ability in general scholarship, athletics, or the arts.

Loan - money borrowed from federal, state, college sources, or commercial banks usually interest free while you are in school. Normally you must begin to repay this loan nine months from graduating from your college or university.

Work-Study Program - a federal program which provides part-time employment on campus and in community agencies. Students typically work 10 to 15 hours per week according to their class schedules.

Campus Job - employment by the school as a clerical assistant, lab assistant, teaching assistant, tutor, or other role offered as part of a financial aid package.

Special Programs

AVID (Advancement Via Individual Determination)

AVID is a course in which students enroll through a special selection process. This course prepares middle-achieving students for college entry and success. The three main components are academic instruction, tutorial support, and motivational activities. AVID provides instruction on writing and study skills, Cornell note-taking, inquiry and collaborative learning, and time management.

Driver Education

Driver Education, a non-credit course, is offered at designated school sites after school hours and during the summer. The driver education program consists of 30 hours of classroom training and 6 hours of behind-the-wheel driving. The state will pay your tuition to take driver education only once.

You must meet the following criteria:

- Be a resident of Mecklenburg County
- Be actively enrolled in school
- Be at least 14 years, six months old
- Comply with CMS Student Behavior Guidelines (excluded students cannot participate)

For information regarding classes, proficiency test, and driver education general information, see the driver education contact person at your middle/high school. Vision tests are given by the Department of Motor Vehicles. If you are removed or drop out of the program for any reason, you will have to pay a private driving school for driver education instruction.

Governor's School

The Governor's School of North Carolina is the oldest statewide six-weeks summer residential program for state-identified academically gifted students in the nation. The non-credit program is open to rising seniors only, with exceptions made for rising juniors in the performing/visual arts area.

From a pool of students, who meet the criteria for the academically gifted program as established by the N.C. State Board of Education, each local school superintendent submits a quota of student's names based on the total tenth and eleventh grade population.

A non-credit curriculum is offered in these areas: English, Spanish, French, mathematics, and natural and social sciences. The performing/visual arts section includes art, choral and instrumental music, dance and drama. Students nominated in the performing/visual arts area must audition for selection before a committee of qualified judges on a date determined by the Board of Governors.

George T. Lewis, Jr. Academic Center

Midwood High School is a school of choice which offers an alternative method of earning a high school diploma in an academic environment that stresses high academic standards. The curriculum is individualized to meet student needs. You may take individual courses or earn your entire diploma through either mastery learning, regular course time, or a combination of both. The school operates from 8 a.m. to 8 p.m. with day and evening classes which allows for flexible scheduling. Transportation is provided for day students.

Tate **TAPS** (Teen Age Parent School) is an alternative school designed to meet the needs of pregnant teens. The services provided are the result of the cooperative efforts of Carolinas Medical Center, Communities-In-Schools, the Department of Social Services, Florence Crittenton, and the Charlotte-Mecklenburg Board of Education. TAPS' primary goal is to reduce pregnancy-related school dropouts and to ensure uninterrupted academic progress during pregnancy.

International Baccalaureate Program

The International Baccalaureate program is based on the pattern of no single country but allows its graduates to fulfill requirements of various national systems of education. The IB program provides students of different linguistic, cultural, and educational backgrounds with the intellectual, social, and critical perspectives essential for the competitive, modern world they face daily.

High School Course Offerings

The following pages contain high school course offerings. Most courses are offered in all schools unless there is insufficient demand for a course. When selecting courses, a student should consult with the school counselor to make sure that courses will be offered at his/her school.

The following codes are used to denote particular schools:

EM	East Mecklenburg	B	David Butler	SM	South Mecklenburg
G	Garinger	NM	North Mecklenburg	V	Vance
H	Harding University	NW	Northwest School of the Arts	WC	West Charlotte
I	Independence	O	Olympic	WM	West Mecklenburg
GL	George T. Lewis, Jr. Academic Center	P	Providence		

Academically Gifted courses are denoted **AG,** Advanced Courses with **ADV,** and Advancement Placement courses with **AP.**

English

1009 English I
1013 English I ADV
1014 English I AG
1022 English II
1051 English II ADV
1052 English II AG
1032 English III
1054 English III ADV
1055 English III AG
1034 English III AP
1042 English IV
1057 English IV ADV
1058 English IV AG
1059 English IV AP

Special Programs

1210 PIB English I
1211 PIB English II
1212 IB English III
1213 IB English IV
1930 Pacesetter English III
1932 Pacesetter English IV

Electives

1084 Creative Writing (s)
1085 Creative Writing (y)
8501 Journalism I - Newspaper
8508 Journalism II - Newspaper
8506 Journalism III - Newspaper
8502 Journalism I - Yearbook
8504 Journalism II - Yearbook
8507 Journalism III - Yearbook
1129 Public Speaking (s)
1120 Debate I (s)
1123 Debate I (y)
1124 Debate II
1125 Debate III
1501 SAT Preparation (s)

In order to graduate from a Charlotte-Mecklenburg High School, a student must earn four units of English. These four units are English I, II, III, and IV.

English Flow Chart

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
English I ADV	English II ADV	English III ADV	English IV ADV
English I AG	English II AG	English III AG	English IV AG
		English III AP	English IV AP

English Course Descriptions

English I *(1009)*
English I stresses analysis of literature, characteristics of various genre, figurative language, grammar, and composition.

English II *(1022)*
English II stresses analysis of world literature, modes of writing, grammar, and vocabulary study.

English III *(1032)*
English III stresses analysis of American literature, research, and composition.

English IV *(1042)*
English IV stresses analysis of British literature, composition, a research-based essay, project, and an oral presentation.

These courses do not fulfill the English requirements for graduation.

Creative Writing *(1084, 1085)*
Students write creatively in a variety of forms of expression and are encouraged to submit work for publication in literary magazines and in approved contests.

Public Speaking *(1129-s)*
Students participate in activities to increase confidence in all types of public speaking situations.

Debate I *(1120-s)*
Students are introduced to forensic skills as a beginner.

Debate I *(1123-y)*
Students prepare to compete in monthly tournaments in six forensic categories.

Debate II *(1124)*
Students learn advanced research methods and paradigms. Students help coach novice debate and participate in the seven tournament practicums.

Debate III *(1125)*
Students learn advanced studies in theory systems, help coach novice debate and participate in the seven tournament practicums.

Journalism I - *Newspaper (8501)*
Students learn basic aspects of journalistic techniques and assist in the production of the student newspaper.

Journalism II - *Newspaper (8508)*
Students are given individual assignments and are responsible for the production of the student newspaper. All aspects of journalistic techniques are addressed.

Journalism III - *Newspaper (8506)*
Students are responsible for the production of the student newspaper. Classwork includes all aspects of advanced journalistic techniques and extensive independent assignments.

Journalism I - *Yearbook (8502)*
Students are trained in basic photography, layout, and copy writing and assist in the production of the school yearbook.

Journalism II - *Yearbook (8504)*
Students are trained in advanced layout and design and are responsible for the production of the school yearbook.

Journalism III - Yearbook *(8507)*
Students are expected to write extensively and serve as senior editors of the school yearbook.

SAT Preparations *(1501-s)*
Students have an opportunity to practice and improve skills assessed on the SAT.

Exceptional Children Programs

Courses which begin with an ***ECS*** code follow standard course of study, students take the end-of-course tests (where available), and credit can be earned toward a high school diploma; courses which begin with an ***EC*** code do not follow standard course of study, students do not take the end-of-course tests, and no credit is earned toward a high school diploma.

English

1609 ECS English I
1610 ECS English II
1611 ECS English III
1612 ECS English IV
1615 ECS Comm Sk
9311 EC English 1
9312 EC English 2
9313 EC English 3
9314 EC English 4
9316 EC Communication Arts 1
9318 EC Communication Arts 2
9319 EC Communication Arts 3
9320 EC Communication Arts 4

Mathematics

2901 ECS Pre-Algebra
2904 ECS Algebra 1A
2905 ECS Algebra 1B
2909 ECS Algebra 1
2931 ECS Algebra 2
2920 ECS Geometry
2935 ECS Int Math 1
2936 ECS Int Math 2
9321 EC Math 1
9322 EC Math 2
9323 EC Math 3
9324 EC Math 4
9300 EC Math Academics 1
9309 EC Math Academics 2
9310 EC Math Academics 3
9315 EC Math Academics 4

Social Studies

4909 ECS E/L/P
4919 ECS US Hist
4920 ECS World Hist
4921 ECS Ap Econ
9341 EC World Hist
9342 EC US Hist
9348 EC E/L/P
9354 EC Hist
9325 EC Com Int 1
9359 EC Com Int 2

Science

3809 ECS Phys Sci
3811 ECS Earth Sci
3819 ECS Bio
3821 ECS Sci/Inv
9317 EC Earth Sci
9331 EC Bio
9338 EC Phys Sci
9374 EC Sci

Health/PE

8685 ECS Adp PE
8686 ECS Adp Hlth/PE

Electives/Other

9344 EC Std Sk-S
9355 EC Std Sk-Y
9358 EC Sup Lb
9364 EC Careers
9365 EC Prs Lvg 1
9369 EC Prs Lvg 2
9370 EC Car Exp 1
9375 EC Car Exp 2
9379 EC Life Sk

Exceptional Children Course Descriptions

English

ECS: English I (1609), English II (1610), English III (1611), English IV (1612)
These courses follow standard course of study, students take end-of-course test credit can be earned. Refer to course descriptions in English section of this handbook.

ECS: Comm Sk (1615)
Credit-bearing instruction in general communication and language arts skills.

EC: English I (9311), English 2 (9312), English 3 (9313), English 4 (9314)
Progression of instruction in reading, writing, speaking, listening skills, reading comprehension, written communication skills.

EC: Comm Arts I (9316), Comm Arts 2 (9318), Comm Arts 3 (9319), Comm Arts 4 (9320)
Progression of instruction in letter and word recognition, functional writing and reading, following directions, sequencing, survival skills, personal interest reading, communication skills for employment, reading and writing for information at home/work/community, recreational and leisure reading and writing.

Mathematics

ECS: PreAlgebra (2901), Algebra IA (2904), Algebra IB (2905), Algebra I (2909), Algebra 2 (2931), Geometry (2920), Integrated Math I (2935), Integrated Math 2 (2936)
These courses follow standard course of study, students take end-of-course test, credit can be earned. Refer to course descriptions in Math section of this handbook.

EC: Math I (9321), Math 2 (9322), Math 3 (9323), Math 4 (9324)
Progression of instruction in practical and applied math skills such as addition, subtraction, multiplication, division, time measurement, money skills, use of calculator, fractions, decimals, percents, computations geometric configurations.

EC: Math Ac 1 (9300), Math Ac 2 (9309), Math Ac 3 (9310), Math Ac 4 (9315)
Progression of instruction in functional counting, symbol identification, place value, addition, subtraction, multiplication and division of whole numbers, time identification, money identification, fractions, decimals, regrouped and mixed numbers, problem solving, percent and ratio, measurement, geometric recognitions, functional graphs, charts, maps, personal finances, banking, time management.

Social Studies

ECS: E/L/P (4909), US Hist (4919), World Hist (4920), Ap Econ (4921)
These courses follow the standard course of study, students take end-of-course tests, and credit can be earned. Refer to course descriptions in Social Studies section of this handbook.

EC: World Hist (9341), US Hist (9342), E/L/P (9348), Hist (9354)
These courses follow equivalent content of corresponding regular education courses with modifications in depth of instruction, materials used, scope and sequence. History (9354) is a basic, functional-level course.

EC: Com Int 1 (9325), Com Int 2 (9359)
Progression of instruction in understanding the community in which the student lives and fostering independent living. Self advocacy, consumer skills, communication, appropriate public behaviors, work-related behaviors, community leisure/recreation skills, home and school awareness and active participation are stressed.

Science

ECS: Phys Sci (3809), Earth Sci (3811), Bio (3819)
These courses follow standard course of study, students take end-of-course test, credit can be earned. Refer to course descriptions in Science section of this handbook.

ECS: Sci/Inv (3821)
Credit-bearing instruction which provides an understanding of the scientific methods of investigating concepts relevant to everyday living in basic science areas.

EC: Earth Sci (9317), Bio (9331), Phys Sci (9338), Sci (9374)
These courses follow equivalent content of corresponding regular education courses with modifications in depth of instruction, materials used, scope and sequence.

Health/PE

ECS: Adp PE (8885)
Physical Education instruction adapted to meet the needs of the student, per IEP goals and objectives.

ECS: Adp Hlth/PE (8886)
One semester each of PE and Health to meet the needs of the student, per IEP goals and objectives.

Electives/Other

EC: Std Sk-S (9344), Std Sk-Y (9355), Sup Lb (9358)
Designed to provide curricular assistance, learning strategies, and/or support to EC students in the areas of science, health, and social studies. Primary goals are to reinforce skills taught in mainstreamed classes, assist with modifications, provide optional testing or test environments and to enable EC students to be successful in mainstreamed classes. Usually for students enrolled in no more than one EC class (exceptions determined by SBC).

EC: Careers (9364)
Students study various career options, the world of work, skills necessary to be successful on the job, and explore various career opportunities.

EC: Prs Lvg 1 (9365), Prs Lvg 2 (9369)
Progression of instruction in skills for daily living and self management, self and community mobility, community transportation and safety, school mobility and safety, hygiene and health, foods, home management, family living, clothing management and maintenance are stressed with the focus on independence and life-long success.

EC: Car Exp 1 (9370), Car Exp 2 (9375)
Progression of instruction in understanding the world of work. Personal and career roles are explored along with various aspects of work, discussion and exploration of appropriate and available jobs, career preparation, job-seeking strategies, site opportunities for working and training, employability skill development, and occupational independence. Emphasis is on preparing the student to be an independent and employed adult.

EC: Life Skills (9379)
This course provides instruction in life skills integral to students' successful functioning in mainstream society. Structured social skill instruction is stressed. Course may be taken more than once, depending on IEP goals.

Fine Arts

Performing Arts

Music

8422 Concert Band I
8424 Concert Band II
8425 Concert Band III
8346 Concert Band IV
8554 Marching Band I (s)
8325 Marching Band II (s)
8335 Marching Band III (s)
8345 Marching Band IV (s)
8567 Symphonic Band I
8568 Symphonic Band II
8337 Symphonic Band III
8347 Symphonic Band IV
8318 Wind Ensemble I
8328 Wind Ensemble II
8338 Wind Ensemble III
8348 Wind Ensemble IV
8423 Jazz Ensemble I
8532 Jazz Ensemble II
8533 Jazz Ensemble III
8349 Jazz Ensemble IV
8329 Honors Band A
8330 Honors Band B
8421 Orchestra I
8530 Orchestra II
8531 Orchestra III
8527 Orchestra IV
8332 Honors Orchestra A
8333 Honors Orchestra B
8409 Chorus I (s)
8413 Chorus II (s)
8414 Chorus III (s)
8841 Chorus IV (s)
8410 Chorus I
8411 Chorus II
8412 Chorus III
8842 Chorus IV
8545 Women's Ensemble I (s)
8546 Women's Ensemble II (s)
8547 Women's Ensemble III (s)
8831 Women's Ensemble IV (s)
8401 Women's Ensemble I
8534 Women's Ensemble II
8535 Women's Ensemble III
8832 Women's Ensemble IV
8542 Men's Ensemble I (s)
8543 Men's Ensemble II (s)
8544 Men's Ensemble III (s)
8835 Men's Ensemble IV (s)
8402 Men's Ensemble I
8536 Men's Ensemble II
8537 Men's Ensemble III
8836 Men's Ensemble IV
8406 Concert Choir I
8407 Concert Choir II
8408 Concert Choir III
8801 Concert Choir IV
8405 Chamber Choir I
8540 Chamber Choir II
8541 Chamber Choir III
8803 Chamber Choir IV
8806 Honors Choir A
8807 Honors Choir B
8416 Theory I
8811 AP Theory

Other Music Offerings

8370 Chamber Music (EM, NW)
8380, 8381 IB Music (MP)
8310 Improvisation (NW)
8311 World Music (NW)
8313 Recital Seminar (NW)
8523, 8524, 8525, 8526 Full Orchestra (NW)
8843 Piano Keyboard (MP, NW)
8844, 8845, 8846, 8840 Piano (NW)
8821 Musical Styles (B, G, MP, NW)
8312, 8417 Music Theory (NW)

Theatre

1081 Theatre I (s)
1070 Theatre I
1071 Theatre II
1072 Theatre III
1082 Theatre IV
1083 Theatre V
1199 Theatre VI
8637 Honors Drama A
8638 Honors Drama B
8477 Technical Theatre I (s)
8480 Technical Theatre I
8481 Technical Theatre II
8359 Technical Theatre III

Other Theatre Offerings:

8631, 8632 PIB Drama (MP)
1200 IB Theatre I (MP)
8595, 8598, 8599, 8589 Musical Theatre (NW)
8482 Theatre Perf/Prod. (NW)

- Courses in a sequence (such as Concert Band I, II, III, and IV) require you to pass the previous course before taking the higher level course.
- Students who demonstrate exceptional ability may be placed in a higher level course with teacher recommendation.
- All honors courses require teacher recommendation.
- Some performing arts ensembles are open by audition only. For more information, contact your music teacher or school counselor.
- For classroom study and home practice, each orchestra or band student must own or rent an instrument and all appropriate materials and accessories.

Performing Arts Course Descriptions

Concert Band

Concert Band I (8422), Concert Band II (8424), Concert Band III (8425), Concert Band IV (8346)

Students will learn the principles of tone production and musicianship. Level 4 performance standards are achieved through the study and performance of grade 4 band literature. Opportunity for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included. ***Prerequisite: Level I: Eighth Grade Band or Teacher Recommendation. All Other Levels: Completion of the Previous Level***

Marching Band

Semester Courses: Marching Band I (8554), Marching Band II (8325), Marching Band III (8335), Marching Band IV (8345)

This course functions during the first semester only. Instruction in musicianship, marching techniques, field shows and parade performances is included. ***Prerequisite: Level One: Eighth Grade Band or Teacher Recommendation. All Other Levels: Completion of the Previous Level***

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Symphonic Band

Symphonic Band I (8567), Symphonic Band II (8568), Symphonic Band III (8337), Symphonic Band IV (8347)

Level 5 performance standards are achieved through the study and performance of grade 5 and 6 band literature. Opportunity for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Wind Ensemble

Wind Ensemble I (8318), Wind Ensemble II (8328), Wind Ensemble III (8338), Wind Ensemble IV (8348), Honors Band A (8329), Honors Band B (8330)

Level 6 performance standards are achieved through the study of grade 5 and 6 band literature. The wind ensemble performs the most difficult literature and includes the most advanced student musicians. Opportunities for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Jazz Ensemble

Jazz Ensemble I (8423), Jazz Ensemble II (8532), Jazz Ensemble III (8533), Jazz Ensemble IV (8349)

This course provides band students the opportunity to study and perform various styles and periods of jazz. Emphasis is on the development of performance skills and the techniques of improvisation.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Orchestra

Orchestra I (8421), Orchestra II (8530), Orchestra III (8531), Orchestra IV (8527), Honors Orchestra A (8332), Honors Orchestra B (8333)

These courses will develop the principles of string tone production, musicianship, and musical understanding. Members are required to participate in all orchestral rehearsal and performances.

Prerequisite: Level I: Eighth Grade Orchestra or Teacher Recommendation. All Other Levels: Completion of the Previous Level or Teacher Recommendation

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Chorus

Semester Courses: Chorus I (8409), Chorus II (8413), Chorus III (8414), Chorus IV (8841)

Year Courses: Chorus I (8410), Chorus II (8411), Chorus III (8412), Chorus IV (8842)

These are beginning level courses designed to develop, strengthen, and refine the fundamental knowledge of music and choral skills.

Prerequisite: Level 1: None
All Other levels: The completion of the previous level.

Women's Ensemble

Semester Courses: Women's Ensemble I (8545), Women's Ensemble II (8546), Women's Ensemble III (8547), Women's Ensemble IV (8831)

Year Courses: Women's Ensemble I (8401), Women's Ensemble II (8534), Women's Ensemble III (8535), Women's Ensemble IV (8832)

These courses are structured for beginning through advanced soprano and alto voices. Some basic knowledge of music reading and vocal technique is preferred. This is a performing group of women who enjoy singing and exhibit an interest in advanced choral work. Students are required to perform at the discretion of the choral director.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Men's Ensemble

Semester Courses: Men's Ensemble I (8542), Men's Ensemble II (8543), Men's Ensemble III (8544), Men's Ensemble IV (8835)

Year Courses: Men's Ensemble I (8402), Men's Ensemble II (8536), Men's Ensemble III (8537), Men's Ensemble IV (8836)

These courses are structured for beginning through advanced tenor and bass voices. Some basic knowledge of music reading and vocal technique is preferred. This is a performance group of men who enjoy singing and exhibit an interest in advanced choral work. Students are required to perform at the discretion of the director. ***Prerequisite: Demonstrated Ability/Teacher Recommendation***

Concert Choir

Concert Choir I (8406), Concert Choir II (8407), Concert Choir III (8408), Concert Choir IV (8801)

These courses are for advanced soprano, alto, tenor, and bass voices. There are many opportunities to participate in programs. Students are required to perform at the discretion of the choral director. ***Prerequisite: Demonstrated Ability/Teacher Recommendation***

Chamber Choir

Chamber Choir I (8405), Chamber Choir II (8540), Chamber Choir III (8541), Chamber Choir IV (8803), Honors Choir A (8806), Honors Choir B (8807)

This is a small performing group of advanced soprano, alto, tenor, and bass voices. There are many opportunities to participate in programs. Students are required to perform at the discretion of the choral director.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Music Theory

Music Theory I (8416), AP Music Theory (8811)

This class is for serious music students to prepare for freshman college theory and/or to expand their musical knowledge. The course deals with the technique of written composition, ear training, form, analysis, aesthetics, and psychology of sounds.

Prerequisite: At least two years of prior study in music are required, as well as a thorough knowledge of the system of musical notation

Theatre

Semester Course: Theatre I (1081)

Year Courses: Theatre I (1070), Theatre II (1071), Theatre III (1072), Theatre IV (1082), Theatre V (1083), Theatre VI (1199), Honors Drama A (8637), Honors Drama B (8638)

These courses progress from the study of the basic elements of theatre play study, acting, make-up, costuming, set designing, and set construction, to more advanced levels of acting techniques and stage production.

Prerequisite: Level 1: None. All Other Levels: Completion of the Previous Level or Teacher Recommendation

Technical Theatre

Semester Course: Technical Theatre I (8477)

Year Courses: Technical Theatre I (8480), Technical Theatre II (8481), Technical Theatre III (8359)

These courses are designed for students to learn practical production, including design, scenery, lighting, sound, costuming, properties management, and stage management. Advanced students will have major supervisory positions on school productions. ***Prerequisite Level 1: None. All Other Levels: Completion of the Previous Level or Teacher Recommendation***

Fine Arts

Visual Arts

8440 Art I (s)
8441 Art I (y)
8442 Art II
8443 Art III
8444 Art IV
8445 Art IV AP
8472 Art V AP
8450 Crafts I
8451 Crafts II
8452 Crafts III
8459 Photography I (s)
8461 Photography I (y)

Other Visual Arts Offerings:

8457 Crafts I (s) (EM, I, NW, WC)
8471 Crafts IV (MP)
8462 Photography II (B, H, I)
8776 Photo II (s) (NW)
8463 Photography III (H, I)
8464 Photo Journalism (I)
8468 Photography (NW)
8446 Drawing I (G, NW)
8447 Drawing II (NW)
8762 Drawing III (s) (NW)
8453 Ceramics (G, S, NW)
8604 Art History (EM)
8473 Art History AP (I)
8641 PIB Art I (EM, I, MP, NM)
8642 PIB Art II (EM, I, MP, NM)
8646 IB Art II (I, MP, NM)
8647 IB Art III (I, MP, N)
8760 Fibers I (s) (NW)
8761 Fibers II (s) (NW)
8764 Painting I (s) (NW)
8765 Painting II (s) (NW)
8767 Sculpture I (s) (NW)
8768 Sculpture II (s) (NW)
8769 Design I (s) (NW)
8770 Design II (NW)
8771 Design III (NW)
8773 Jewelry I (s) (NW)
8774 Jewelry II (s) (NW)
8775 Concep Drawings (s) (NW)
8290 Honors Art A
8291 Honors Art B

Visual Arts Course Descriptions

Art I *(8440-s) (8441-y)*
This course is designed as a survey for art fundamentals, including emphasis on the basic elements and principles of design, composition, and art history.

Art II *(8442)*
Emphasis is placed on the elements and principles of design and further exploration of the art processes and techniques in the areas of drawing, printmaking, fine crafts, sculpture, and art history. Design concepts are stressed. ***Prerequisites: Art I or three years of art in middle school***

Art III *(8443)*
This course is for those students who desire an in-depth concentrated study of the fine arts. There is a concentration on the total scope of all media, and the course is primarily on a self-directed level with the art student taking an active part in selecting projects. ***Prerequisite: Art III***

Art IV *(8444)*
Emphasis on artwork with research on a more advanced level in drawing, painting, collage, sculpture, printmaking, fine crafts, and art history and appreciation.
Prerequisite: Art III

Art IV & V AP *(8445, 8472)*
These courses follow the outline as provided by the Advanced Placement Program with special emphasis on advanced drawing techniques, color theory, and design. Students should be prepared to submit an AP portfolio in May. ***Prerequisite: Art III, portfolio samples, instructor recommendation***

Crafts I *(8457-s) (8450-y)*
Students study and explore basic manipulative skills in creative design, function, imagery, and expression. Focus is on ceramics, sculpture, jewelry design, textile design and fibers.

Crafts II *(8451)*
Emphasis is placed on design concepts with further exploration in the areas of ceramics, sculpture, jewelry design, textile design and fibers. ***Prerequisites: Art I or Crafts I***

Crafts III *(8452)*
Students will be equipped with background and experiences provided so they will have the security and self-motivation to set their own goals and devise means for achieving those goals in a directed studio situation. ***Prerequisite: Crafts II***

Photography I *(8459-s) (8461-y)*
Students will be provided with instruction using standard photography practices with basic black and white techniques. Students will learn to apply creative problem-solving methods as they are introduced to processing, printing, and photographing in the studio.

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English As A Second Language

In an effort to meet the learning needs of children whose native language is not English, CMS operates an English as a Second Language (ESL) Program. High school students enrolled in the ESL Program attend special classes at Independence, Olympic, or West Charlotte. In order to be eligible for this program, students must have a language other than English in their background and must complete the enrollment process at the International Center.

9230 ESL English 9 Newcomer
9231 ESL English 9 Level I
9232 ESL English 9 Level II
9233 ESL English 9 Level III
9240 ESL English 10 Newcomer
9241 ESL English 10 Level I
9242 ESL English 10 Level II
9243 ESL English 10 Level III
9250 ESL English 11 Newcomer
9251 ESL English 11 Level I
9252 ESL English 11 Level II
9253 ESL English 11 Level III
9260 ESL English 12 Newcomer
9261 ESL English 12 Level I
9262 ESL English 12 Level II
9263 ESL English 12 Level III
9235 ESL Reading/Writing 9 Newcomer
9236 ESL Reading/Writing 9 Level I
9237 ESL Reading/Writing 9 Level II
9245 ESL Reading/Writing 10 Newcomer
9246 ESL Reading/Writing 10 Level I
9247 ESL Reading/Writing 10 Level II
9255 ESL Reading/Writing 11 Newcomer
9256 ESL Reading/Writing 11 Level I
9257 ESL Reading/Writing 11 Level II
9265 ESL Reading/Writing 12 Newcomer
9266 ESL Reading/Writing 12 Level I
9267 ESL Reading/Writing 12 Level II
9561 ESL Math I
9562 ESL Math II
9563 ESL Math III
9554 ESL Physical Science
9555 ESL Biology Level I
9556 ESL Biology Level II
9531 ESL World History Level I
9532 ESL World History Level II
9542 ESL US History
9544 ESL Economic/Legal/Political Systems
9577 ESL Vocational/Study Skills Lab
9543 ESL Applied Economics

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Foreign Language

5110	French I (y)
5120	French II (y)
5130	French III (y)
5140	French IV (y)
5150	French V (y)
5210	Spanish I (y)
5220	Spanish II (y)
5230	Spanish III (y)
5240	Spanish IV (y)
5250	Spanish V (y)
5310	German I (y)
5320	German II (y)
5330	German III (y)
5340	German IV (y)
5350	German V (y)
5910	Latin I (y)
5920	Latin II (y)
5930	Latin III (y)
5940	Latin IV/V (y)
5151	French V AP
5251	Spanish V AP
5950	Latin V
5951	Latin V AP
5351	German V AP

Foreign Language Flow Chart

Grade 9	Grade 10	Grade 11	Grade 12
			French I
		French I	French II
	French I	French II	French III
French I	French II	French III	French IV
French II	French III	French IV	French V
			German I
		German I	German II
	German I	German II	German III
German I	German II	German III	German IV
			Latin I
		Latin I	Latin II
	Latin I	Latin II	Latin III
Latin I	Latin II	Latin III	Latin IV/V
			Spanish I
		Spanish I	Spanish II
	Spanish I	Spanish II	Spanish III
Spanish I	Spanish II	Spanish III	Spanish IV
Spanish II	Spanish III	Spanish IV	Spanish V

Foreign Language Course Descriptions

Foreign Languages (All are year courses.)

French I *(5110)*

French I develops the listening, speaking, reading, and writing skills at a basic survival level with emphasis on the listening and speaking skills. Geography of France and cultural information about French daily life are taught as an integral part of the language. Classes are conducted primarily in French. ***Prerequisite: None***

French II *(5120)*

French II continues the development of the listening, speaking, reading and writing skills with primary emphasis on reading. Geography and culture of French-speaking countries are taught as an integral part of the language. Classes are conducted primarily in French. ***Prerequisite: French I***

French III *(5130)*

French III is a continuation of the communication skills pursued in French II with an increased emphasis on writing. A modern view of the literature and culture of France is studied through articles from French newspapers, magazines, and books. Classes are conducted in French. ***Prerequisite: French II***

French IV *(5140)*

French IV continues the development of the listening, speaking, reading, and writing communication skills pursued in French III. Communicative activities give students a better understanding of the French language and culture. Classes are conducted in French. ***Prerequisite: French III***

French V *(5150)*

French V stresses communication and gives an in-depth view of the culture of France and French-speaking countries. Classes are conducted in French. ***Prerequisite: French IV***

Spanish I *(5210)*

Spanish I develops the listening, speaking, reading, and writing skills at a basic survival level with emphasis on the listening and speaking skills. Geography of Central and South America and Spain and cultural information about HIspanic daily life are taught as an integral part of the language. Classes are conducted primarily in Spanish.

Spanish II *(5220)*

Spanish II continues the development of the listening, speaking, reading and writing skills at a basic survival level with an emphasis on reading. Classes are conducted in Spanish. ***Prerequisite: Spanish I***

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Spanish III *(5230)*
Spanish III is a continuation of the communication skills pursued in Spanish II. Cultural knowledge is expanded to include information about food, art, music, and literature of the Spanish-speaking world. Reading skills are developed through a variety of authentic texts. Classes are conducted in Spanish. ***Prerequisite: Spanish II***

Spanish IV *(5240)*
Spanish IV continues the development of the communication skills in Spanish III. The course includes a study of culture and review of grammar. Classes are conducted in Spanish. ***Prerequisite: Spanish III***

Spanish V *(5250)*
Spanish V stresses communication and covers literary selections of the Spanish-speaking world. Grammar review continues. Classes are conducted in Spanish. ***Prerequisite: Spanish IV***

German I *(5310)*
German I develops the listening, speaking, reading, and writing skills at a basic survival level. Cultural information about German-speaking countries is taught as an integral part of the language. Classes are conducted primarily in German.

German II *(5320)*
German II continues the development of the listening, speaking, reading, and writing skills studied in German I. Geography and culture of German-speaking countries are taught as an integral part of the language. Classes are conducted primarily in German. ***Prerequisite: German I***

German III *(5330)*
German III is a continuation of the communication skills pursued in German II and includes a study of German history, literature, and culture. Classes are conducted in German. ***Prerequisite: German II***

German IV *(5340)*
German IV continues the development of the communication skills and extends the study of German history, literature, and culture. Classes are conducted in German. ***Prerequisite: German III***

German V *(5350)*
German V stresses communication and gives an in-depth view of the literary and historical heritage of Germany and German-speaking countries. Classes are conducted in German. ***Prerequisite: German IV***

Latin I *(5910)*
Latin I is an introduction to Latin grammar and classical culture with an overview of everyday customs, art, and mythology of Roman times.

Latin II *(5920)*
Latin II continues the development of skills developed in Latin I and helps the students to develop a deeper understanding of classical Roman culture. ***Prerequisite: Latin I***

Latin III *(5930)*
Latin III reviews vocabulary and grammatical constructions. Students read selections from Latin authors including, but not limited to, Cecil, Caesar, Cattalos, Virgil, Ivy, and Ovid. ***Prerequisite: Latin II***

Latin IV/V *(5940)*
Latin IV/V follows the advanced placement for either Latin literature or Virgule in alternating years as necessary. ***Prerequisite: Latin III***

Health/Physical Education/Dance

Health/Physical Education Flow Chart

Required courses are listed in bold.

9th Grade	10th Grade
8963 Health/Physical Education Grade 9 (s)	**8905** Lifetime Sports and Fitness (s) Grades 10-12
	8991 Personal Health Issues (s) Grades 10-12

Health

8963 Health/Physical Education - grade 9 (s) - Required
8991 Personal Health Issues - grades 10-12 (s) Required
8955 Health - FLEBHS (s) - grades 11-12 (s) Elective

Physical Education

8963 Health/Physical Education - grade 9 (s) - Required
8905 Lifetime Sports and Fitness - grades 10-12 (s) - Required
8915 Team Sports (s)
8980 Physical Conditioning I (s)
8916 Physical Conditioning I (y)
8981 Physical Conditioning II (s)
8917 Physical Conditioning II (y)
8982 Physical Conditioning III (s)
8918 Physical Conditioning III (y)
8492 Aerobics I (s)
8496 Aerobics I (y)
8493 Aerobics II (s)
8920 Sports Medicine I (s)
8922 Sports Medicine I (y)
8923 Sports Medicine II (y)

Other Offerings

Physical Education

8497 Aerobics II (y) O, P, SM, WM
8494 Aerobics III (s) EM, SM
8498 Aerobics III (y) O, P
8921 Sports Medicine II (s) EM, G, H, P, SM
8929 Sports Medicine III (s) H, WM, WC
8924 Sports Medicine III (y) O, SM, WC
8983 Beginner/Advanced Beginner Swimming (s) P, WC
8984 Intermediate Swimming (s) P, WC
8999 Lifeguard Training (s) P, WC
8987 Water Aerobics (s) P, WC

Dance

8933, 8934, 8935, 8936 Ballet (y) NW
8937, 8938, 8939, 8940 Modern Dance (y) NW
8944 Introduction to Ballet (s) NW
8946 Advanced Ballet (y) NW
8953 Dance Improvisation (s) NW
8954 Jazz Dance (s) NW
8968 Dance I (s) G
8517, 8518 Dance Repertory (s) SM

- Courses in sequence such as Physical Conditioning I, II, III require you to pass the previous course before taking the higher level course.
- Students who demonstrate exceptional ability may be placed in a more advanced course with teacher recommendation.

Health/Physical Education Course Descriptions

Required for Graduation (R)

***Note: Parental permission is required for a student to be exempted from the Family Living, Ethical Behavior and Human Sexuality Unit. The form "Charlotte-Mecklenburg Schools Family Living, Ethical Behavior and Human Sexuality Unit Instructional Alternative Information" is available in the Parent(s)/Guardian(s) Packet which the teacher provides.**

Health/Physical Education *(8963)
Ninth grade only (R) Semester - 1/2 Semester each Health and Physical Education
Explore healthful choices related to fitness behaviors, coping/stress management, nutrition, relationships, alcohol/other drugs, self protection, refinement of sports skills, and lifetime exercise. ***This course is required for graduation from Charlotte-Mecklenburg Schools.***

Personal Health Issues *(8991-s) (R)
Offer development of skills related to adult family responsibilities, personal development, human sexuality, avoidance of drug abuse, coping with grief and death, and conflict resolution. Emphasis is placed on personal use and evaluation of health facts, feelings, and actions. ***This course is required for graduation from Charlotte-Mecklenburg Schools.***

Lifetime Sports/Fitness *(8905-s) (R)*
Develop and maintain personal fitness habits and lifetime sports skills in tennis, golf, bowling, archery, badminton and volleyball. ***This course is required for graduation from Charlotte-Mecklenburg Schools.***

Electives
Health-FLEBHS *(8955-s) (11-12)
Develop skills needed for assuming adult responsibilities related to family and children. Students will learn healthful approaches that explore family living needs, ethical behavior, and human sexuality issues.

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Team Sports *(8915-s)*
Refine skills and strategies for playing team sports.

Physical Conditioning I *(8980-s)*
Physical Conditioning I *(8916-y)*
Improve muscle tone, strength and endurance through the use of exercise and weight training equipment.

Physical Conditioning II *(8981-s)*
Physical Conditioning II *(8917-y)*
Physical Conditioning III *(8982-s)*
Physical Conditioning III *(8918-y)*
Develop advanced skills in the use of exercise and weight training equipment.

Aerobics I *(8492-s)*
Aerobics I *(8496-y)*
Aerobics II *(8493-s)*
Improve cardiovascular endurance and muscle strength and flexibility through exercise, rope jumping, running.

Sports Medicine I *(8920-s)*
Sports Medicine I *(8922-y)*
Focus on the knowledge of anatomy and physiology relevant to the prevention and management of sports injuries—CPR, First Aid and taping skills are included.

Sports Medicine II *(8923-y)*
Continuation and expansion of the study of the prevention and management of sports injuries.

JROTC

JROTC programs are offered in eleven high schools.

Air Force JROTC (Aerospace Science): East Mecklenburg, Independence, North Mecklenburg, West Mecklenburg

Army JROTC (Military Science): Garinger, Harding, Myers Park, Olympic, West Charlotte

Navy JROTC (Naval Science): Providence, South Mecklenburg

Each JROTC course develops a knowledge of basic military skills and an appreciation of the role of the particular branch of the service and its contribution to the nation. The attributes of self-reliance, self-discipline, leadership, responsiveness to constituted authority, good citizenship and patriotism are developed. As part of their training, students may attend orientation field trips to military bases. Extra curricular activities such as military drill team, JROTC athletic teams and summer training may also be offered. Students receive a uniform, earn JROTC rank and have the opportunity to exercise command. Uniforms, textbooks, and training materials are furnished by the individual military service. There is no military obligation as a result of participation in JROTC.

Aerospace Science I *(9021)* II *(9022)* III *(9023)*, IV *(9024)*
available at EM, I, NM, WM
Includes instruction in Air Force history, aeronautics, weather, principles of flight, military organizations, courtesies and customs, and military drill. Students in the Air Force JROTC program have increased opportunity for US Air Force Academy and US Air Force college ROTC scholarships. Each level in the courses offers a continuation of the previous topics and increased opportunities for leadership development.
Prerequisite: US citizen or lawfully admitted alien in the 9th grade or above, good moral character and physically fit. Senior Instructor approval. Levels II, III, and IV require the successful completion of the previous levels.

Military Science I *(9021)* II *(9022)* III *9023)* IV *(9024)*
available at G, H, MP, O, WC
Includes instruction in Army history, map reading, survival techniques, ordinance, weather, military organizations, courtesies and customs, and military drill. Students in the Army JROTC program have increased opportunity for US Military Academy and US Army college ROTC scholarships. Each level in the courses offers a continuation of the previous topics and increased opportunities for leadership development.
Prerequisite: US citizen or lawfully admitted alien in the 9th grade or above, good moral character and physically fit. Senior Instructor approval. Levels II, III, and IV require the successful completion of the previous levels.

Naval Science I *(9021)* II *(9022)* III *(9023)* IV *(9024)*
available at P, SM
Includes instruction in Navy history, astronomy, oceanography, nautical navigation, shipboard life, ship construction, weather, military organizations, courtesies and customs, and military drill. Each level in the courses offers a continuation of the previous topics and increased opportunities for leadership development.
Prerequisite: US citizen or lawfully admitted alien in the 9th grade or above, good moral character and physically fit. Senior Instructor approval. Levels II, III, and IV require the successful completion of the previous levels.

Other Offerings

JROTC Leadership Lab *(9010)*
available at EM, G, H, I, MP, NM, O, P, SM, WC, WM
Provides instruction in laboratory environment designed to develop leadership and managerial skills through teambuilding exercises, staff work, role modeling and field training exercises. Each level is more advanced and challenging. ***Prerequisite: AFJROTC, ARJROTC, NJROTC, Senior Instructor approval, 10th, 11th, 12th grade***

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International Baccalaureate Program

The IB Program provides an opportunity for Charlotte-Mecklenburg students to strive to attain a truly world-class education. This program is open to highly motivated students with strong academic backgrounds. Admission to the program is on a space-available basis in accordance with CMS Board policies.

IB students in grades eleven and twelve work to fulfill the requirements of the prestigious IB Diploma: course work, passing scores on examinations in six IB subjects, completion of 150 hours of Creativity, Action, and Service (CAS) activities, a 4,000 word Extended Essay, and the Theory of Knowledge course. While seeking the IB Diploma, students also earn a high school diploma by meeting state and local graduation requirements.

Students wishing to participate in the IB program must begin preparing for this rigorous curriculum during middle school and the Pre-IB (ninth and tenth grades). Students need **not** be certified as academically gifted and may have attended any middle school. Candidates for admission need to have completed the following courses **prior** to beginning the Pre-IB or IB programs:

- Rising 9th grade: Algebra I and either French I, Spanish I or German I
- Rising 10th grade: Geometry and either French II, Spanish II, or German II

Pre-IB (grades 9-10) and IB (grades 11-12) Programs are offered at the following schools:

East Mecklenburg (In 98-99, grades 9, 10, and 11 only)

Harding University (Magnet Program)

Independence (Magnet Program)

Myers Park (Magnet Program)

North Mecklenburg

International Baccalaureate Course Descriptions

English

PIB English I (1210)
Designed to develop a global awareness through exposure to literature representing a variety of cultures. ***Prerequisite: Language Arts 8***

PIB English II (1211)
Uses literature as basis for developing higher level thinking skills through written and oral communication. ***Prerequisite: PIB English I***

PIB English Humanities II (1257) (Myers Park only)
Interdisciplinary curriculum that incorporates knowledge, skills, and process from literature, social studies, and English performance standards. Satisfies the English II requirement. ***Prerequisite: Concurrent enrollment in PIB World Humanities II (4125)***

IB English III (1212)
First year of a required 2-year sequence. Students complete a detailed analysis of world literature and other fiction works. ***Prerequisite: PIB English II or PIB English Humanities II***

IB English IV (1213)
Completes the requirement for Higher Level English. Candidates take the Higher Level oral exam in March and the written exam in May. ***Prerequisite: IB English III***

Social Studies

PIB Econ/Legal/Pol (4120)
Ninth grade PIB history course.

PIB World History (4121)
Emphasizes a global approach to people, ideas, and events that have shaped the development of the world.

PIB World Humanities (4125)
Interdisciplinary curriculum that incorporates knowledge, skills, and processes from literature, the social studies and the English performance standards. Students who successfully complete this course satisfy the 10th grade World History requirement. ***Prerequisite: Concurrent enrollment in PIB English Humanities II (1257)***

IB History of the Americas (4129)
Study of the Americas with focus on U.S. history. ***Prerequisite: PIB World History or PIB World Humanities II***

IB International History (4151)
Curriculum is centered around three themes of the twentieth century: rise and rule of single party states; the causes, practices and effects or war; and East-West relations after 1945. A 2500-word research paper based on one of the study themes represents twenty per cent of the final IB history score. ***Prerequisite: PIB World History***

IB Economics (4099)
Prepares students for the Standard Level Economics Exam. Introduces the use of basic tools, concepts and theories of contemporary economics. ***Prerequisite: PIB Economics/Legal/Pol***

IB Psychology (4145)
Prepares students for Standard Level Psychology Exam. Covers methodology of psychology research, ethical considerations, and the construction of fundamental design.

IB Theory of Knowledge (4132)
IB Theory of Knowledge (4133)
One year course offered during the second semester of the junior year and first second semester of the junior year and first semester of the senior year (except at North Mecklenburg where ToK is taught in senior year only). ToK stresses integration of previous material from the various disciplines combined with reflective study of the ways that knowledge and its origin differs among the disciplines. Two essays of 1000-1500 words and numerous shorter length written papers are required.

PIB Inquiry Skills (4141)
Overview and introduction to the philosophies involved in the IB Program, the varied research mechanics necessary for success in the program, and suggestions for time management and academic organization.

Mathematics

PIB Geometry (2310)
Aims to integrate previously learned algebraic skills and concepts and show how geometry is relevant to the real world. Includes a study of logic and transformational geometry. ***Prerequisite: Algebra I***

PIB Algebra II (2314)
Review and extension of topics of Algebra I with graphing calculator being an integral part. ***Prerequisite: Geometry or PIB Geometry***

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PIB Algebra II-Trigonometry (2313)
A rigorous, comprehensive, second-year course. ***Prerequisite: PIB Geometry***

IB Math Studies I (2321)
Prerequisite: PIB Algebra II or PIB Algebra II-Trig.
IB Math Studies II (2331)
Prerequisite: IB Math Studies I
This two-year course examines introductory topics in discrete math and prepares students for the IB Math Studies Standard Level Examination.

IB Math Methods I (2322)
Prerequisite: PIB Alg. II-Trig.
IB Math Methods II (2334)
Prerequisite: IB Math Methods I
The two-year course is intended for t he mathematically-inclined student who plans to pursue a career in engineering or the sciences.

IB Math HL I/Calculus BC (2323)
Prerequisite: IB Math Methods I or Pre-Calculus
IB Math HL II (2333)
Prerequisite: IB Math HL I
Designed for students who plan to make a career in a mathematically associated field at level where individual research and development is expected.

IB Computer Science (6724)
Prerequisite: PIB Algebra II
Focuses on problem analysis and the use of computers and their applications. Students in grades 11 or 12 may take the Standard Level Exam and/or AP Computer Science exam upon completion of AP/IB Computer Science.

Science

PIB Biology I (3916)
Provide students with an in-depth study of biological concepts and principals.

PIB Chemistry I (3917)
Prerequisite: PIB Algebra II, completed or concurrent
Studies the materials of our environment, their properties, and ways in which they react with each other. Through a synthesis of lab work and descriptive and theoretical chemistry, students gain factual knowledge drawn from the field of chemistry.

PIB Physics I (3933)
Prerequisite: PIB Algebra II/Trig., completed or concurrent
Investigates physical laws and theories, relationships of physical phenomena and interrelationships.

IB Physics II (3924)
Prerequisite: PIB Physics (3933)
IB Physics III (3925)
Prerequisite: IB Physics II
Extends the concepts of PIB Physics and adds modern physics.

IB Biology II (3921)
Prerequisite: PIB Biology (3916)
IB Biology III (3931)
Prerequisite: PIB Biology II
Two-year course of study that builds on the concepts and materials covered in PIB Biology I. Prepares for Higher Level Biology Examination. ***Offered at Higher Level only***

IB Chemistry II (3922)
Prerequisite: PIB Chemistry I
IB Chemistry III (3926)
Prerequisite: IB Chemistry II
Builds on and extends concepts. Required for Higher Level Examination.

IB Environmental Systems (3941)
Prerequisite: PIB Biology I and PIB Chemistry I
Investigates and describes the characteristics of the natural environment from the standpoint of the common principals which operate in all ecological systems.

Foreign Language

PIB Spanish 1/2 (5212) (Double Block Period)
PIB Spanish 1/2 (5222) (Double Block Period)
Prerequisite: PIB Spanish 1/2 (5212) and limited to ninth grades who have not completed level I.
Compacts two year-long courses into two semesters.

PIB Spanish II (5223)
PIB French II (5123)
PIB German II (5323)
The above year-long courses expand the listening, speaking, reading, and writing skills acquired in level I.

PIB Spanish III (5232)
Prerequisite: PIB Spanish II
PIB French III (5133)
Prerequisite: PIB French II
PIB German III (5334)
Prerequisite: PIB German II
In above courses, students achieve intermediate grammar and vocabulary competency.

IB Latin (5955) Myers Park only
Prerequisite: Latin II or III
Equips students with the basic language skills to read and understand Latin authors in original language. ***Offered at standard level only.***

IB Spanish IV (5243)
IB French IV (5143)
IB German IV (5344)
Prerequisite: Level III of selected above language
Acquisition and practice of the advanced skills needed for independent communication are vital at this level. The study of selected literary works and discussion topics help lead the students toward the confidence and ability to solve various text handling problems for the IB Standard Level Exam that is taken in level V or VI.

IB Spanish V (5253)
IB French V (5153)
IB German V (5354)
Prerequisite: Level IV of selected above language
Students may sit for the Standard Level IB Exam upon completion of above selected language.

Music

IB Music I (8380) Myers Park only
IB Music II (8381) Myers Park only
Builds on a student's prior study in Music; includes the study of Western and Non-Western societies. Performance, student's choice, and composition; portfolio of original compositions, arrangements, or improvisations, are stressed. ***This course is offered at Higher Level only.***

Art

PIB Art I (8641)
PIB Art II (8642) Prerequisite: PIB Art I
IB Art II (8646) Prerequisite: PIB Art II
IB Art III (8647) Prerequisite: IB Art II
Students may take the IB Standard Level Exam upon completion of IB Art II, or they may take the Higher Level Exam upon completion of IB Art III.

Theatre Arts

IB Theatre I (1200) Myers Park only
IB Theatre II (1201) Myers Park only
Prerequisite: PIB Drama II
A two-year course of study that builds on the acting skills developed in PIB Drama II.

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Mathematics

In order to meet the requirements for graduation, students must earn three units of mathematics credit in grades nine through twelve. Students who fail the mathematics section of the North Carolina Competency Test may be required to take a competency math class.

Students may not achieve mathematics credit for graduation by taking competency math. Algebra I is required for graduation.

The mathematics units may be selected from the following course offerings:

2260 Problem Solving Mathematics
2060 Pre-Algebra
2100 Algebra I
2105 Algebra IA
2106 Algebra IB
2200 Geometry
2017 Geometry AG/ADV.
2043 Technical Math I
2053 Technical Math II
2300 Algebra II
2413 Algebra II ADV.
2424 Algebra II AG
2401 Trigonometry (s)
2405 Probability, Statistics, & Data Analysis (s)
2220 Integrated Math I
2221 Integrated Math II
2222 Integrated Math III
2418 Precalculus/Concepts
2461 Pacesetter
2419 Precalculus ADV.
2425 Precalculus AG
2450 Discrete Mathematics
2420 Calculus
2421 Calculus AP
2427 Computer Science AP
2408 AP Statistics

Mathematics Flow Chart

The following chart shows some of the sequences of mathematics courses. Each student is urged to consult with a mathematics teacher concerning the course in which he or she might attain the most knowledge and success.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
					Geometry	Algebra II
			Algebra I-A	Algebra I-B		Integrated II
					Integrated I	Geometry
					Tech I	Geometry
						Tech II
Math 6	Math 7	*Pre-Algebra/ Math 8		Geometry	Algebra II or Algebra II ADV.	Pre-Calculus ADV. or Concepts
			Algebra I	Integrated I	Geometry	Integrated II
				Tech I	Tech II	Algebra II
					Geometry	Tech II
	*Pre-Algebra/ Math 7	Algebra I	Geometry	Algebra II/ADV.	Pre-Calculus/ ADV.	AP Calculus
*Pre-Algebra/ Math 6	Algebra I	Geometry	Algebra II/ADV.	Pre-Calculus/ ADV.	AP Calculus AB	AP Calculus BC

*The pre-algebra course curriculum must also include the objective for grades 6, 7, or 8 to prepare students for the EOG test.

Problem Solving in Mathematics *(2260)*
This course is for 9th grade students who scored lower than 3 on the eighth grade EOC test. The course is designed to reinforce these EOG goals as well as introduce the goals of the North Carolina high school comprehensive test. ***Prerequisite: None***

Pre-Algebra *(2060)*
This course is designed for the student who has shown mastery of basic general mathematics skills. It will assist students in making the transition from arithmetic to algebra I. Students who have completed algebra IA or higher are not eligible for credit for pre-algebra. ***Prerequisite: None***

Algebra I *(2100)*
The study of such topics as symbols, sets, variables, open sentences, equations, problem solving, graphs, polynomials, and functions. ***Prerequisite: pre-algebra or general math***

Mathematics Course Descriptions

Algebra IA *(2105)*
Algebra IB *(2106)*
A two year slower paced algebra I course. ***Prerequisite: Pre-algebra or general math***

Geometry *(2200, 2017 AG/ADV)*
A logical and organized study of the use of undefined terms, definitions, postulates, and theorems. ***Prerequisite: Algebra I or Algebra 1A/1B***

Technical Math I *(2043)*
This course is for those students who are interested in pursuing technical careers. It is an experiential and laboratory problem solving class. Topics include: Calculator Use, Measuring, Using Graphs, Charts, Tables, and Data, and Working with Shapes and Vectors. All problems are related to real-life situations. ***Prerequisite: Algebra I or Algebra IA/IB***

Technical Math II *(2053)*
This laboratory based course emphasizes working with statistics, probabilities, trigometric functions, factoring, and systems of equations. Students will learn to apply geometry to problems, solve problems with computers and practice quality assurance and process control. ***Prerequisite: Technical Math I***

Algebra II *(2300, 2413 ADV, 2424 AG)*
This course includes a review and extension of many of the topics of algebra I. It also includes irrational and complex numbers, quadratic equations, functions, logarithms, and problem solving. The ADV and AG classes also includes trigonometric topics. ***Prerequisite: Algebra I and Geometry***

Trigonometry *(2401-s)*
The study of trigonometric concepts will emphasize circular and triangular functions. Course work will include application of these concepts. ***Prerequisite: Algebra II***

Probability, Statistics and Data Analysis *(2405-s)*
This course is designed to teach students how to analyze data. Topics include locating the measure of central tendencies and variations, curve fitting, simulation and sampling data, and the application of probability of data. ***Prerequisite: Algebra II***

Integrated Math I *(2220)*
The course includes a reinforcement of algebra skills and an introduction to geometry. ***Prerequisite: Algebra I or Algebra IA/IB***

Integrated Math II *(2221)*
This course reviews and reinforces topics in geometry and introduces algebra II topics. ***Prerequisite: Geometry***

Integrated Math III *(2222)*
This course integrates the study of algebra and geometry. Topics studied include functions, analytic geometry, sequences and series, probability and statistics, graphing algebraic equations, inequalities and logarithms. ***Prerequisite: Algebra II***

Pre-Calculus/Concepts *(2418)*
This is the introductory pre-calculus course. Topics included in this class are the study of elementary functions (linear, quadratic, and polynomial), trigonometric functions, analytic geometry, sequences and series, logarithms, conic sections, and complex numbers, graphing calculators are used to investigate relations between functions and to find graphic solutions to a variety of problems. This course is not as rigorous as precalculus advanced and assumes no prior exposure to trigonometry. ***Prerequisite: Algebra II or Algebra II ADV***

Pacesetter *(2461)*
Pre-calculus taught in the context of real world problems. ***Prerequisites: Algebra II or Algebra II ADV***

Pre-calculus *(2419 ADV, 2425 AG)*
This pre-calculus course includes a thorough, graphing calculator based treatment of all types of functions (polynomial, rational, transcendental, trigonometric, logarithmic, and exponential), parametric and polar equations, matrices, sequences and series, and statistics. This is a more rigorous course than regular pre-calculus and assumes an introductory knowledge of trigonometry. Students are taught to solve problems from a graphical as well as an algebraic approach. Applications of the topics taught are stressed and reinforced. ***Prerequisite: Algebra II ADV. or Pre-Calculus/Concepts or Pacesetter***

Discrete Mathematics *(2450)*
Discrete mathematics is described by many as the math of our time. It is the study of objects and ideas that can be divided into "separate" or "discontinuous" parts such as data sets. Discrete mathematics allows student to explore unique problems that are not always solvable through equation or formulas. Students are called on to solve problems by developing a model or analyzing special cases to arrive at a solution. Topics covered include graph theory, matrices, recursion, counting, and socia choices. ***Prerequisite: Pre-Calculus/ Concepts or Pre-Calculus ADV or Pacesetter***

Calculus *(2420)*
This course of differential and integral calculus includes such topics as analytical geometry, limits, related rates, maxima and minima, areas, volumes, and various methods of integration. ***Prerequisite: Pre-Calculus/Concepts or Pre-Calculus ADV or Pacesetter***

Calculus AP *(2421)*
Course work includes differential and integral calculus, analytical geometry, limits, related rates, maxima and minima, areas, volumes, and various methods of integration. This course will follow the outline established by the advanced placement program available in the high school guidance office. ***Prerequisite: Pre-Calculus***

Computer Science AP *(2427)*
This course will follow the outline as established by the advanced placement program available in the high school guidance office. ***Prerequisite: Algebra II ADV or Pre-Calculus***

Statistics AP *(2408)*
AP statistics is a college level introductory statistics course. As a course prerequisite, students are expected to have completed precalculus or the equivalent, discrete mathematics, or AP calculus. The AP statistics course is designed for seniors who plan to pursue a career in applied mathematics, research, business, sociology, or education. Entering students are expected to write well since open-ended problems will be graded by means of a rubric. In addition, students must use a calculator with graphing capabilities, such as the TI-82, TI-83, or TI-85. ***Prerequisites: Pre-Calculus or equivalent, Discrete Mathematics, or AP Calculus***

Other Course Offering

Probability, Statistics, and Data Analysis/Trigonometry *(2404)*
Combination of 2401 and 2405 – offered at West Mecklenburg High School only.

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Science

In order to graduate from a Charlotte-Mecklenburg High School, a student must earn three units of science. Currently, these three units are a physical science, biology, and an elective science. Beginning with the incoming freshman class in 1998-99, this requirement will change to three units of science—one physical science, biology, and an earth/environmental science.

Physical Sciences Offerings

(any of these meet the Physical Science requirement)

3007 Physical Science
3008 Physical Science AG
3020 Physical Science ADV
3405 Practical Chemistry
3211 Chemistry I
3212 Chemistry I ADV
3213 Chemistry I AG
3221 Chemistry II
3224 Chemistry II ADV
3222 Chemistry AP
3309 Physics I
3311 Physics I ADV
3313 Physics I AP

Other Physical Science Offerings

3315 Physics II AP
3420 Biochemistry
3421 Biochemistry Honors
3110 Conceptual Physics
7640 Principles of Technology I
7644 Principles of Technology II

(See Technology Education Section for Course descriptions of 7640 and 7644)

Biological Sciences Offerings

(*one of these meets the Biology requirement)

*3113 Biology I
*3114 Biology I ADV
*3115 Biology I AG
3112 Biology II
3123 Biology II ADV
3053 Human Anatomy & Physiology
3054 Human Anatomy & Physiology ADV

Other Biological Science Offerings

3416 Microbiology (s)
3992 Human Anatomy Physiology (s)
3014 Greenhouse Biology
3011 Greenhouse Biology (s)

Environmental/Earth Science Offerings *(any of these meet the Earth/ Environmental Sciences requirement)*

3012 Earth Science
3031 Earth Science ADV
3199 Environmental Investigations
3991 Environmental Science
3950 Environmental Science ADV
3989 Environmental Science AP

Other Environmental/ EarthScience Offerings

3401 Astronomy I (s)
3402 Astronomy II (s)
3022 Oceanography (s)
3419 Marine Science (s)
3988 Ecosphere Systems

Science Program Offerings

Science, Mathematics, and Technology Magnet ..... Harding University
Medical Sciences Academy (magnet) ..... Garinger
Open Science Classes for Physical Science, Biology, and Chemistry ..... West Charlotte
IB Science Classes ..... East Mecklenburg, Independence, Harding, Myers Park and North Mecklenburg

Science Flow Charts

Current Students in Grades 10, 11, 12

Grade 9	Grade 10	Grade 11	Grade 12
Physical Science	Biology I	Science Elective	None/Science Elective
Physical Science	Biology I	Chemistry	None/Any Science Offering
Biology I	Chemistry I	Any Science Offering	None/Any Science Offering

Incoming Freshman Class 1998-99

Grade 9	Grade 10	Grade 11	Grade 12
Earth Science	Biology I	Physical Sciences Offering	None/Science Elective
Physical Science	Biology I	Earth/Environmental Sciences Offering	None/Science Elective
Physical Science	Biology I	Earth/Environmental Sciences Offiering	Chemistry I (if college-bound)
Physical Science	Biology I	Chemistry I (if college-bound)	Earth/Environmental Sciences Offering
Biology I	Chemistry I	Earth/Environmental Sciences Offering	None/Science Elective

Science Course Descriptions

Physical Sciences

Physical Science ***(3007 Regular; 3020 ADV; 3009 AG)***
This course provides a basic knowledge of chemistry and physics. Emphasis is placed on the interaction of matter and energy, giving the student a basic understanding of physical phenomena. ***Prerequisite: None***

Practical Chemistry ***(3405)***
Matter and energy concepts as applied to societal issues are studied in this course. ***Prerequisite: Biology***

Chemistry I ***(3211 Regular; 3212 ADV; 3213 AG)***
Students study the classification and changes in matter as they explore chemical reactions, organic and nuclear chemistry, thermodynamics and electrolyte solutions. ***Prerequisites: Biology, Algebra II (completed or concurrent) for Advanced or AG; Biology, Geometry (completed or concurrent) for Regular***

Chemistry II ***(3221 Regular; 3224 ADV)***
The nature of chemistry, atomic structure, periodicity, redox reactions, kinetic theory of gases, chemical calculations are continued in this course. ***Prerequisites: Chemistry I for Regular; Chemistry, Alg. II (completed or concurrent) for Advanced***

Physics I ***(3309 Regular; 3311 ADV)***
This course explores fundamentals of the physical world of matter, energy, and energy changes. As well as explore basic mechanics and particle physics. ***Prerequisites: Chemistry I, Algebra II (completed or concurrent) for Regular; Chemistry I, Algebra II ADV (completed or concurrent) for Advanced***

Biological Science

Biology I ***(3113 Regular; 3114 ADV; 3115 AG)***
Students will study the nature and continuity of life; investigate the nature of living things along with their anatomy and physiology; and explore ecological issues and current biological advances in this course. ***Prerequisite: None***

Biology II ***(3112 Regular; 3123 ADV)***
The scope of this course includes cell theory, population dynamics, microbiology, and an in-depth study of the plant and animal kingdoms. ***Prerequisite: Chemistry I; Advanced requires Alg. II (completed or concurrent)***

Human Anatomy & Physiology ***(3053 Regular; 3054 ADV)***
The structure and function of the human body with emphasis placed on concepts that help correlate the principles of structure with function are covered in this course. ***Prerequisite: Chemistry I; Advanced requires Alg. II (completed or concurrent)***

Earth/Environmental Sciences

Earth Science ***(3012 Regular, 3031 ADV)***
The scope of this course includes meteorology, climatology, geology, oceanography, tectonics, and astronomy. ***Prerequisite: None***

Environmental Science ***(3991 Regular; 3950 ADV)***
This course presents a study of the full range of environmental issues facing humankind including hazardous chemicals, refuse disposal, ecosystems, pest control, and water pollution. ***Prerequisite: Biology; Advanced requires Chemistry I, Geometry (completed or concurrent)***

Environmental Investigations ***(3199 formerly Applied Biology/Chemistry)***
An innovative, rigorous lab course that presents science in a meaningful and relevant manner through issues and topics surrounding work, society, and the environment. This course is designed to help students acquire the lab skills necessary for higher level science courses. ***Prerequisite: Biology***

Astronomy ***(3400-y)***
Acquaints students with astronomy concepts including basic facts about the Earth, moon, and stars. Also included for study are galaxies, cosmology, and space exploration. ***Prerequisite: Biology***

AP Sciences

AP Biology ***(3124)***
Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology. ***Prerequisite: Biology (A or B grade recommended), Chemistry I, Algebra II (completed or concurrent)***

AP Chemistry ***(3222)***
Students will develop an understanding of the fundamentals of chemistry and competence with dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data. ***Prerequisite: Chemistry I, Algebra II and enrolled in pre-calculus***

AP Physics ***(3313)***
Noncalculus college course in general physics. ***Prerequisite: Chemistry I, calculus or pre-calculus***

AP Environmental Science ***(3989)***
This course empahsizes on the application of scientific concepts to the understanding and solution of environmental problems and issues. ***Prerequisite: Biology I, Chemistry I, Algebra II***

Social Studies

In order to graduate from a Charlotte-Mecklenburg High School, a student must earn three and one half units of social studies credit. These three and one half units are Economic, Legal, and Political Systems, World History, United States History, and Applied Economics. Passing a proficiency exam in Applied Economics can earn an exemption from the course. In the event of this exemption, another one half unit credit must be earned in social studies.

Social Studies Flow Charts

Grade 9	Grade 10	Grade 11	Grade 12
*ELP	#World History or World Humanities	U.S. History or U.S. Humanities or U.S. History AP	Applied Economics
Electives	Electives	Electives	European History AP Psychology AP U.S. Government AP Electives

* Economic, Legal, and Political Systems

European History AP may not substitute for World History

Economic, Legal, and Political Systems

4017 Economic, Legal, and Political Systems
4007 Economic, Legal, and Political Systems ADV
4028 Economic, Legal, and Political Systems AG

World History

4070 World History
4073 World History ADV
4074 World History AG
4078 World History Humanities (P)
4075 World History Humanities ADV (P)
4076 World History Humanities AG (P, MP, SM)
4189 Discover World Humanities ADV (NM)
4191 Padeia World History AG (SM)
4194 Padeia World History ADV (SM)

United States History

4080 United States History
4085 United States History ADV
4086 United States History AG
4087 United States Humanities History ADV (MP, P)
4088 United States Humanities History AG (MP, P)
4066 Discover American Humanities History ADV (NM)
4068 American Studies History (MP)
4067 American Studies History ADV (MP)
4069 American Studies History AP (MP)
4082 United States Humanities History AP (EM, SM)
4083 Padeia United States History (SM)
4310 United States History AP

Applied Economics

4091 Applied Economics (s)
4314 Applied Economics Test

Electives

4352 African American Studies (s)
4095 African American Studies (y)
4109 Current Affairs (s)
4110 Current Affairs (y)
4020 Economics (s)
4311 European History AP
4090 Government and Law (s)
4013 Practical Law (s)
4031 Psychology (1st sem.)
4032 Psychology (y)
4029 Sociology (s)
4184 United States Government AP

Other Offerings

4391 Applied Economics/World Geography (y) (WM)
4392 Applied Economics/Law (y) (WM)
4112 Archaeology (MP, V)
4212 Bible I (y) (EM, WC)
4213 Bible I (s) (EM, MP, WC)
4215 Bible II (s) (EM, WC)
4540 British History (P)
4541 British History ADV (P)
4314 Economics AP (MP)
4394 Economics/Current Affairs (y) (WM)
4119 Facing History (NW)
4116 Geopolitics (s) (EM)
4037 Psychology AP (I, MP, NM, WC)
4030 Sociology (y) (P, WC, WM)
4117 20th Century Video (s) (EM, MP)
4077 World Geography (s) (G, H, P, SM)
4079 World Geography (y) (I)
4012 Youth and the Law (s) (EM)

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Social Studies Course Descriptions

Economic, Legal, and Political Systems in Action *(4017 Regular; 4007 ADV; 4028 AG)*
This course focuses on the development of economic and political topics. Study includes the Constitution, economic, political and judicial systems.
Prerequisite: None

World History *(4070 Regular; 4073 ADV; 4074 AG)*
Ancient, medieval, early modern, and twentieth century events are examined in this survey course. Thinking skills and writing skills are used to analyze historic causes and influences. The influence of geography is also emphasized. ***Prerequisite: None***

World Humanities *(4078 Regular; 4075 ADV; 4076 AG; 4189 Discover)*
World History is explored with an emphasis on fine arts, literature, and other elements which influenced historic events and life styles. (Must be taken concurrently with English 10 Humanities) ***Prerequisite: Varies***

United States History *(4080 Regular; 4085 ADV; 4086 AG)*
America's development from colonization to the modern age is explored in this survey course. A strong emphasis is placed on the post Civil War era and modern events. ***Prerequisite: None***

United States Humanities *(4087 ADV; 4088 AG)*
Combining U.S. History with music, art, and literature of important eras in our nation is the emphasis of this interdisciplinary course. (Must be taken concurrently with English 11 Humanities) ***Prerequisite: Varies***

United States History AP *(4310)*
This course follow the outline provided in the AP bulletin. Students are engaged in an in-depth study of American history form the colonial period to the present. College credit is given upon acceptable completion of the AP exam given in May.
Prerequisite: Teacher recommendation/Varies

Applied Economics *(4091)*
Students are required to operate a small business in the classroom as a part of their study of general economic. Students who demonstrate proficiency on a system-generated test will be exempt from taking this course. Exempted students must substitute an elective for this .5 unit.
Prerequisite: None

Electives

African American Studies *(4352; 4095)*
The culture, traditions, religious beliefs, and important historical events of African American society are examined in depth. Famous people, documents, movements, and related information are explored and discussed. ***Prerequisite: None***

Bible I *(4212)*
In the first semester of this course students will study the Kingdom of Israel and the writings of the prophets in the Old Testament. ***Prerequisite: None***

Bible II *(4215)*
In the second semester of this course students will study the writings of Paul and others in the New Testament.
Prerequisite: Bible I (May be waived by the teacher or principal)

Current Affairs *(4109; 4110)*
Current political, economic, diplomatic, and scientific happenings are examined in depth. Newspapers, news magazines, and other forms of media will be used as a foundation of discussion, debate, and research. ***Prerequisite: None***

Economics *(4020)*
Economic concepts, practical application of theories, and analysis of public issues are examined. This course my be used in lieu of 4091 Applied Economics for graduation. ***Prerequisite: None***

European History AP *(4311)*
This course will follow the E.T.S. Advanced Placement bulletin as to content, research, and methods. Students who successfully complete the AP exam in May will earn college credit. ***Prerequisite: World History***

Government and Law *(4090)*
Our national government, its background, structure, and the role of the individual in the democratic process are examined in this course. ***Prerequisite: None***

Practical Law *(4013)*
The approach of this course is to provide practical information and problem solving opportunities which develop in students the knowledge and skills necessary for survival in our law saturated society. The juvenile, criminal, and civil justice systems are examined along with family, consumer, and housing laws. ***Prerequisite: None***

Psychology *(4031; 4032)*
Psychology is the study of the basic principles of individual behavior and scientific methods used in observing these principles. Such topics as research methods, cycles of life, social influences, and conflict adjustments are examined.
Prerequisite: None

Psychology AP *(4037)*
This course will follow the outline from the AP bulletin. Students will engage in an in-depth study of the discipline of psychology, its history, theoretical approaches, and contemporary research methods. College credit is given upon the successful completion of the AP exam given in May. ***Prerequisite: None***

Sociology *(4029; 4030)*
Sociology is the study of basic social institutions, their origins, how they have changed, and issues confronting them. Focus is on such concepts as socialization, social stratification, and social change. ***Prerequisite: None***

US Government AP *(4184)*
This course will follow the outline from the AP bulletin. Students will engage in the examination of American government, famous court cases, political parties, exciting political debates and elections. The Constitution is examined in depth as to how its application and evaluation have evolved to meet the needs of a changing society and people. College credit is given upon the successful completion of the AP exam given in May. ***Prerequisite: ELP, US History***

World Geography *(4077-s; 4079-y)*
This course is a study of the earth and its people. It emphasizes the interaction of climate, natural resources, physical features, and people. ***Prerequisite: None***

Workforce Development Education

Agriculture Education

7051 Horticulture I
7052 Horticulture II
7055 Horticulture III
7060 Environmental and Natural Resources Studies I
7071 Environmental and Natural Resources Studies II
9973 Horticulture I Co-op
9953 Horticulture II Co-op
9954 Horticulture III Co-op
9976 Environmental and Natural Resources Studies I Co-op
9977 Environmental and Natural Resources Studies II Co-op
9959 Agriculture Youth Apprenticeship (y)
9966 Agriculture Youth Apprenticeship (s)

Health Occupations Education

7317 Biomedical Technology
7930 Health Team Relations
7931 Allied Health Sciences I
7932 Allied Health Sciences II
7936 Medical Sciences I
7937 Medical Sciences II
7939 Health Science Advanced Studies
9963 Health Occupations Youth Apprenticeship (y)
9970 Health Occupations Youth Apprenticeship (s)

Business Education

6529 Business and Financial Management I
6539 Principles of Business
6119 Keyboarding High School
6533 Business Management and Applications
6412 Business and Electronic Communications
6540 Business Advanced Studies
6332 Computerized Accounting I
6333 Computerized Accounting II
6512 Business Law
6626 Office Technology and Procedures II
6712 Computer Applications I
6713 Computer Applications II
6722 Business Computer Programming
7223 Network Administration I
7224 Network Administration II
9909 Business and Financial Management I Co-op
9910 Office Technology and Procedures II Co-op
9988 Business Management and Applications Co-op
9989 Computer Applications II Co-op
9919 Computerized Accounting II Co-op
9992 Network Administration II Co-op
9960 Business Youth Apprenticeship (y)
9967 Business Youth Apprenticeship (s)

Family and Consumer Science Education

7107 Life Management
7112 Teen Living
7131 Parenting and Child Development
7133 Early Childhood Education I
7136 Early Childhood Education II
7139 Interior Design and Housing I
7144 Apparel Design Services I
7145 Apparel Design Services II
7148 Clothing Design
7153 Culinary Arts and Hospitality I
7154 Culinary Arts and Hospitality II
7156 Food Science
7159 Foods and Nutrition
7164 Interior Design Services I
7165 Interior Design Services II
9921 Early Childhood Education I Co-op
9922 Early Childhood Education II Co-op
9934 Culinary Arts and Hospitality I Co-op
9935 Culinary Arts and Hospitality II Co-op
9983 Interior Design Services I Co-op
9984 Interior Design Services II Co-op
9985 Apparel Design Services I Co-op
9986 Apparel Design Services II Co-op
9962 Family and Consumer Sciences Youth Apprenticeship (y)
9969 Family and Consumer Sciences Youth Apprenticeship (s)

Marketing Education

7208 International Trade and Marketing
7210 Small Business Entrepreneurship/Applied Economics
7211 Marketing
7212 Marketing Management
7213 Strategic Marketing
7216 Marketing Advanced Studies
7239 Hospitality Operations
7240 Travel, Tourism and Recreation Marketing
7246 Hospitality Management
7262 Advertising and Sales Promotion
7271 Fashion Merchandising
9908 Hospitality Management Co-op
9913 Marketing Co-op
9914 Marketing Management Co-op
9917 Fashion Merchandising Co-op
9933 Strategic Marketing Co-op
9936 Hospitality Operations Co-op
9938 Small Business Entrepreneurship/Applied Economics Co-op
9955 Advertising and Sales Promotion Co-op
9956 Travel, Tourism and Recreation Marketing Co-op
9957 International Trade and Marketing Co-op
9961 Marketing Youth Apprenticeship (y)
9968 Marketing Youth Apprenticeship (s)

Trade and Industrial Education

7255 Flexography I
7256 Flexography II
7391 Automotive Service Technology I
7392 Automotive Service Technology II
7393 Automotive Service Technology III
7394 Heavy Equipment and Transport Technology I

7395 Heavy Equipment and Transport Technology II
7401 Introduction to Trade and Industrial Education
7531 Construction Technology I
7532 Construction Technology II
7533 Construction Technology III
7551 Drafting I
7552 Drafting II
7553 Drafting III
7641 Electronics I
7642 Electronics II
7643 Electronics III
7682 Radio and Television Broadcasting I
7683 Radio and Television Broadcasting II
7691 Cosmetology I
7692 Cosmetology II
7791 Printing Graphics I
7792 Printing Graphics II
7793 Printing Graphics III
7811 Visual Communications I
7812 Visual Communications II
7813 Visual Communications III
7853 Metals Manufacturing Technology I
7854 Metals Manufacturing Technology II
7855 Metals Manufacturing Technology III
7864 Trade and Industrial Advanced Studies
9927 Automotive Service Technology I Co-op
9928 Automotive Service Technology II Co-op
9929 Automotive Service Technology III Co-op
9930 Heavy Equipment and Transport Technology I Co-op
9931 Heavy Equipment and Transport Technology II Co-op
9978 Construction Technology II Co-op
9979 Construction Technology III Co-op
9920 Printing Graphics II Co-op
9926 Drafting II Co-op
9923 Drafting III Co-op
9924 Metals Manufacturing Technology II Co-op
9925 Metals Manufacturing Technology III Co-op
9964 Trade and Industrial Youth Apprenticeship (y)
9971 Trade and Industrial Youth Apprenticeship (s)
9993 Electronics II Co-op
9994 Electronics III Co-op
9995 Printing Graphics III Co-op

Technology Education

7640 Principles of Technology I
7644 Principles of Technology II
7818 Communication Systems
7820 Transporation Systems
7862 Fundamentals of Technology
7863 Technology Studies
8154 Manufacturing Systems
9965 Technology Youth Apprenticeship (y)
9972 Technology Youth Apprenticeship (s)

Work-Based Learning

8519 Academic Internship Program (qt)
8520 Academic Internship Program (s)
8521 Academic Internship Program (y)
9971 Trades and Industrial Youth Apprenticeship (s)
9964 Trades and Industrial Youth Apprenticeship (y)
9972 Technology Youth Apprenticeship (s)
9965 Technology Youth Apprenticeship (y)
9967 Business Youth Apprenticeship (s)
9960 Business Youth Apprenticeship (y)
9968 Marketing Youth Apprenticeship (s)
9961 Marketing Youth Apprenticeship (y)
9966 Agriculture Youth Apprenticeship (s)
9959 Agriculture Youth Apprenticeship (y)
9970 Health Occupations Youth Apprenticeship (s)
9963 Health Occupations Youth Apprenticeship (y)
9969 Family and Consumer Science Youth Apprenticeship (s)
9962 Family and Consumer Science Youth Apprenticeship (y)

Agriculture Education

Agriculture Education Levels Flow Chart

Level 1 (Grade 9)	Level 2 (Grade 10)	Level 3 (Grade 11)	Level 4 (Grade 12)
	Horticulture I	Horticulture II	Horticulture III
	Environmental & Natural Resource Studies I	Environmental & Natural Resource Studies II	

(courses shown at the first level they may be offered)

Agriculture Education Course Descriptions

Horticulture I *(7051), II (7052- 2 periods optional by school), III (7055- 2 periods)*
available at: G, MP, NM, P, SM
Provides instruction and hands-on experiences on the scientific and technical knowledge for a career in horticulture. Units of study include nursery production, plant identification, pest control, and landscape construction practices.
Horticulture I Co-op (9973), Horticulture II Co-op (9953), Horticulture III Co-op (9954) Prerequisite: None for Horticulture I, Horticulture I for 7052, Horticulture I & II for 7055

Environmental and Natural Resources Studies I *(7060), II (7071)*
available at: G, MP, NM, P, SM
Introduces students to environmental studies, which include topics of instruction in renewable and nonrenewable resources, forestry, waste management, soil, fish, and wildlife habitat.
Environmental and Natural Resources Studies I Co-op (9976) Environmental and Natural Resources Studies II Co-op (9977) Prerequisite: None for Environmental and Natural Resources Studies I; Environmental and Natural Resources Studies I for (7071)

Agriculture Education Cooperative (Co-op) Education *(reference each course for course number)*
Students in agriculture courses can be provided early release time from school for on-the-job instruction that connects to their course of study. Teacher-coordinators assist in finding course related training sites and team with an employer to develop training plans. Students must provide their own transportation. Students must work 15-20 hours per week (minimum 450 hours to earn credit)
Prerequisite: Must be enrolled in the Agriculture Education course to which co-op is associated.

Health Occupations Education

Health Occupations Education Levels Flow Chart

Level 1 (Grade 9)	Level 2 (Grade 10)	Level 3 (Grade 11)	Level 4 (Grade 12)
Biomedical Technology	Allied Health Sciences I	Allied Health Science II	Health Sciences Advanced Studies
Health Team Relations	Medical Sciences I	Medical Sciences II	

(courses shown at the first level they may be offered)

Health Education Course Descriptions

Biomedical Technology ***(7317)***
available at: B, EM, G, H, I, MP, NM, P, S, V, WC, WM
Challenges students to investigate current and 21st century medical and health care practices using computerized data bases, the Internet, media, and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, and biomedical ethics. ***Prerequisite: None***

Health Team Relations ***(7930)***
available at: B, EM, G, H, I, MP, NM, P, V, WC, WM
Introduces students to the roles and functions of health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, and medical math. ***Prerequisite: None***

Medical Sciences I ***(7936) II (7937)***
available at: B, EM, G, H, I, MP, NM, P, S, V, WC, WM (Only Level I at S)
Uses investigative approaches to the study of human and social sciences as related to medicine and health care. Emphasis includes patient/client psychology, bioethical/legal practices, body chemistry and current and futuristic study of diseases and disorders. Level II places more emphasis on research, safety, computer literacy, problem-solving and decision-making. ***Prerequisite: Level I: Biology, Algebra I, Health Education Level II: Allied Health Sciences I or Medical Sciences I, and Chemistry***

Allied Health Sciences I ***(7931) II (7932 - 2 periods) available at: B, EM, G, H, I, MP, NM, P, S, V, WC, WM (Only Level I at S)***
Investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, and diagnoses. Level II includes supervised clinical experiences during the day in local health agencies and includes topics such as skills in employability, safety, emergency care, and health care. ***Prerequisite: Level I: Biology and Health Education. Level II: Allied Health Sciences I or Medical Sciences I***

Other Offerings

Health Science Advanced Studies ***(7939) (formerly Med Sci III)***
available at: Garinger, Harding and West Mecklenburg
Focuses on a career in the health or medical field. Includes a research paper, a product, and a presentation. Students work under the guidance of a teacher-facilitator in collaboration with community member, business representatives and other school-based personnel. ***Prerequisite: three credits in Health Occupations Education***

Academy of Medical Sciences
available at West Mecklenburg and as a magnet at Garinger
Consists of a comprehensive rigorous program leading to preprofessional and pretechnical employment and advanced education in health careers. Emphasizes the application of science and math using technology and research skills.

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Business Education

Business Education Levels Flow Chart

Level 1 (Grade 9)	Level 2 (Grade 10)	Level 3 (Grade 11)	Level 4 (Grade 12)
Principles of Business	Business and Electronic Communications	Business Law	Business Management and Applications
Computer Applications I	Computer Applications II		Business Advanced Studies
	Computerized Accounting I	Computerized Accounting II	
Keyboarding High School (HS)		Network Administration I	Network Administration II
	Business Computer Programming	Business and Financial Management I	Office Technology & Procedures II

(courses shown at the first level they may be offered)

Business Education Course Descriptions

Business and Financial Management I *(6529)*
Provides a study of financial and management concepts in a business environment. Units include financial institution services, financial planning, consumer rights and responsibilities, credit, and management. ***Business and Financial Management I Co-op (9909) Prerequisite: Computerized Accounting I and Keyboarding skill - defined as a minimum of 35 words per minute with errors corrected, format from rough draft, and exhibit proper keyboarding techniques.***

Business Law *(6512)*
Acquaints students with the basic legal principles common to business and personal activities. Units include evaluating contracts, maximizing purchasing power through credit, purchasing appropriate insurance, and renting and owning real estate. ***Prerequisite: Keyboarding skill - defined as a minimum of 35 words per minute with errors corrected, format from rough draft, and exhibit proper keyboarding techniques.***

Business Management and Applications *(6533)*
Covers the organizational functions of business including total quality concepts, project management, and problem solving. Units include analyzing the social, technological and organizational systems in business, records management, and meeting and conference coordination. ***Business Management and Applications Co-op (9988) Prerequisite: Computer Applications I and either Business and Electronic Communications or Computerized Accounting I***

Principles of Business *(6539)*
Develops an understanding of principles and concepts that will be the foundation for future study of business and management of work projects. Units include basic business principles, management concepts, systems thinking and total quality, and the current environment for business in an international marketplace. ***Prerequisite: Keyboarding skill - defined as a minimum of 35 words per minute with errors corrected, format from rough draft, and exhibit proper keyboarding techniques.***

Keyboarding High School (HS) *(6119)*
Teaches basic keying skills which consist of fluent manipulation of letters, figures/symbols, and basic service keys by "touch." Emphasis is on daily use of a computer system to develop skills to aid in the production of business correspondence. Communication skills are reinforced as the students format, compose, and proofread. ***Prerequisite: None***

Business and Electronic Communications *(6412)*
Provides students essential competencies for oral and written communication in the technological workplace. Units include utilizing the computer to develop written communication skills such as composing memos, letters and reports, using e-mail and completing forms. ***Prerequisite: Keyboarding skill - defined as a minimum of 35 words per minute with errors corrected, format from rough draft, and exhibit proper keyboarding techniques.***

Computerized Accounting I *(6332)* and II *(6333)*
Helps students understand the basic principles of the accounting cycle. Units include recording business transactions, preparation and interpretation of financial statements, accounting systems, and banking and payroll activities. Level II includes solving business problems and inventory control systems. ***Computerized Accounting II Co-op (9919) Prerequisite: Level I: Keyboarding skill - defined as a minimum of 35 words per minute with errors corrected, format from rough draft, and exhibit proper keyboarding techniques. Level II: Computerized Accounting I***

Computer Applications I *(6712)* and II *(6713)*
Helps students master beginning and advanced skills in the areas of word processing, database management, spreadsheet, telecommunications, and desktop tool applications. Units include operating systems, computer architecture, and computer information system careers. Level II includes integrated software application and computer systems planning and acquisition. ***Computer Applications II Co-op (9989) Prerequisite: Level I: Keyboarding skill - defined as a minimum of 35 words per minute with errors corrected, format from rough draft, and exhibit proper keyboarding techniques. Level II : Computer Applications I***

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Office Technology & Procedures II *(6626)*
Provides instruction in a simulated office setting as it refines the concepts and skills developed in the first-level course. Instructional areas include office efficiency, records management, interpersonal relationships, word processing skills and concepts, payroll, and written communications. ***Office Technology & Procedures II Co-op (9910) Prerequisite: Office Technology and Procedures I***

Business Advanced Studies *(6540)*
Provides a three-phased culminating exit course for seniors that is career focused. The three components of the program include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. ***Prerequisites: Three Business or Marketing courses.***

Business Education Cooperative (Co-op) Education (reference each course for course number)
Students in business courses can be provided early release time from school for on-the-job instruction that connects to their course of study. Teacher-coordinators assist in finding course related training sites and team with an employer to develop training plans. Students must provide their own transportation. Students must work 15-20 hours per week. (minimum 450 hours to earn credit) ***Prerequisite: Must be enrolled in the Business Education course to which co-op is associated.***

Other Offerings

Network Administration I *(7223)* and II *(7224)*
available at EM, O, P, V, WC, WM
Based on industry-validated skill standards that provide network administration to train students in the day-to-day administration of an installed network. Units include introduction to networking, accessing network information and resources, and file and directory management. Level II includes security, administrator responsibilities, and documentation of work-based experiences.
Network Administration II Co-op (9992)
Prerequisite: Level I - Computer Applications I, Level II - Network Administration I

Academy of Finance
available at North Mecklenburg and as a magnet at Garinger
Provides a model academic program which focuses on a concentrated study of the financial services industry. The program is affiliated with the National Academy Foundation in New York, NY. Specialized courses in finance, on-the-job summer internships and college experience courses give students the opportunity for an in-depth study of financial services. College courses include Fundamentals of Real Estate and Real Estate Management taught by CPCC staff and Principles of Finance taught at a local college.

Courses:
- ***Financial Computing/Keyboarding (6565)***
- ***World of Finance (6550)***
- ***Advanced Accounting I 6554) II (6555)***
- ***Financial Planning (6558)***
- ***Fundamentals of Real Estate (6520)***
- ***Principles of Finance (6560)***
- ***Computer Applications-Finance (6528)***
- ***Banking and Credit (6552)***
- ***Financial Internship (6562)***
- ***International Finance (6556)***
- ***Real Estate Management (6521)***

Business Computer Programming *(6722)*
available at H, I, P, NM, WM
Provides students with the background for further study and job preparation in data processing occupations. Areas of instruction include fundamental data processing concepts and computer programming in BASIC and other programming languages. ***Prerequisite: Algebra I and Keyboarding skill - defined as a minimum of 35 words per minute with errors corrected, format from rough draft, etc. and exhibit proper keyboarding techniques.***

Keyboarding HS is designed for students not obtaining keyboarding instruction at the middle grades level or not meeting the minimum skill level necessary for high school level Business Education courses—defined as a minimum of 35 words per minute with errors corrected, format from rough draft copies, and exhibit proper keyboarding techniques. Keyboarding HS should not be the sole provider of computer skill exposure. It is designed to reinforce and complement the computer skills being integrated throughout the K-12 curriculum.

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Family and Consumer Sciences Education

Family and Consumer Sciences Education Levels Flow Chart

Level 1 or 2 (9th and 10 Grade)	Level 3 (11th Grade)	Level 4 (Grade 12)
Teen Living	Life Management	
Foods and Nutrition	Culinary Arts and Hospitality I	Culinary Arts and Hospitality II
Interior Design and Housing	Interior Design Services I	Interior Design Services II
Parenting and Child Development	Early Childhood Education I	Early Childhood Education II
Clothing Design	Apparel Design Services I	Apparel Design Services II
	Food Science	

(courses shown at the first level they may be offered)

Family and Consumer Science Course Descriptions

Teen Living *(7112)*
Examines life management skills especially needed in the teen years. Units of study include nutrition and wellness, family living, child development, consumer management, and formal and informal group action. Basic skills in mathematics, science, communication, and technology are reinforced throughout the course. ***Prerequisite: None***

Parenting and Child Development *(7131)*
Introduces students to responsible nurturing of children and basic application of child development theory. Units include examining parent roles and responsibilities, providing care and guidance for children, and encouraging growth and development of children. ***Prerequisite: None***

Interior Design and Housing *(7139)*
Focuses on housing and interior decisions that individuals and families make based on their needs, environment, and technology. Units include selecting goods and services, creating functional and pleasing living environments, and using design principles. ***Prerequisite: None***

Foods and Nutrition *(7159)*
Examines the nutritional needs of the individual. Units include relating diet to health, selecting food to satisfy needs, equipping and maintaining a kitchen, and preparing basic foods. ***Prerequisite: None***

Food Science (7156)
Develops laboratory skills in the scientific evaluation of food, product development, and food preservation. Units include investigation of matter, electrolyte solutions, energy, properties, mixtures, and systems as they relate to food. ***Prerequisite: None***

Clothing Design *(7148)*
Introduces basic skills in apparel selection, fashion design, and garment construction. Units include analyzing fabrics, sewing techniques and caring for garments. ***Prerequisite: None***

Life Management *(7107)*
Encourages students to take responsibility for their well being In the family, workplace, and community. Units include resource management, human development, parenting, relationships, career development and family wellness and nutrition. ***Prerequisite: None***

Family and Consumer Sciences Education Cooperative (Co-op) Education *(reference each course for course number)*
Students in Family and Consumer Sciences education courses can be provided early release time from school for on-the-job instruction that connects to their course of study. Teacher-coordinators assist in finding course related training sites and team with an employer to develop training plans. Students must provide their own transportation. Students must work 15-20 hours per week. (minimum 450 hours to earn credit) ***Prerequisite: Must be enrolled in the Family and Consumer Education course to which co-op is associated.***

Other Offerings

Culinary Arts and Hospitality I *(7153)* and II *(7154 - 2 periods)*
available at: I, MP, NM, O, SM, WC, WM
Provides an introduction into the food industry from entry to professional levels. Level II provides advanced experience in producing food products and managing a business of food production for profit and customer satisfaction. ***Culinary Arts and Hospitality I Co-op (9934) and II Co-op (9935) Prerequisite: None for Level I, Level I for Level II***

Early Childhood Education I *(7133)* and II *(7136-2 periods)*
available at: EM, I, NM, SM, V, WM
Provides instruction for students to enter the profession of caring for and teaching young children from entry to professional levels. Level II provides advanced preparation for a career in primary and early childhood education. Clinical experiences in local profit and non-profit child care centers and CMS elementary schools are an integral part of the instruction time. ***Early Childhood Education I Co-op (9921) and II Co-op (9922) Prerequisite: None for Level I, Level I for Level II***

Interior Design Services I *(7164)* and II *(7165 - 2 periods)*
available at: B, EM, G, I, MP, NM, O, P, SM, WC, WM
Prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Units include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Level II applies advanced design theory to interior plans and production, and teaches customer relations and entrepreneurship in a simulated business environment. ***Interior Design Services I Co-op (9983) and II Co-op (9984) Prerequisite: None for Level I, Level I for Level II***

Apparel Design Services I *(7144)* and II *(7145 - 2 periods)*
available at: NW, P, SM
Prepares students for opportunities in the apparel business for entry-level and technical jobs. Units include construction skills, fabrication techniques, and theory to apparel production. Level II applies advanced construction skills, and teaches customer relations and entrepreneurship in a simulated business environment. ***Apparel Design Services I Co-op (9985) and II Co-op (9986) Prerequisite: None for Level I, Level I for Level II***

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Marketing Education

Marketing Education Levels Flow Chart

Level 1 (Grade 9)	Level 2 (Grade 10)	Level 3 (Grade 11)	Level 4 (Grade 12)
	Marketing	Advertising and Sales Promotion	Strategic Marketing
	Fashion Merchandising	Travel, Tourism, and Recreation Marketing	Marketing Advancde Studies
		Small Business/Entrepreneurship	
		Marketing Management	
		International Trade and Marketing	
		Hospitality Operations	Hospitality Management

(courses shown at the first level they may be offered)

Marketing Education Course Descriptions

Advertising and Sales Promotion *(7262)*
Develops essential skills in advertising and sales promotion. Topics include an overview of promotional mix, the various types of media, the concept of marketing strategies, preparation of advertisements for various targeted markets and media, principles of design, creation of displays and sales skills. ***Advertising and Sales Promotion Co-op (9955) Prerequisite: None***

Fashion Merchandising *(7271)*
Develops merchandising skills with a special emphasis on fashion. Units include an overview of the fashion industry, evolution and movement of fashion, career development, merchandising, risk management, and promotion. ***Fashion Merchandising Co-op (9917) Prerequisite: None***

Marketing *(7211)*
Develops basic knowledge, skills and attitudes that prepares students to enter the field of sales and marketing. Units include communications selling, pricing, promotions, and product/service planning. ***Marketing Co-op (9913) Prerequisite: None***

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Marketing Management *(7212)*
Continues the foundations covered in Marketing or Fashion Merchandising. Units include recruiting, hiring, training, and evaluating employees; information management; purchasing; ethics; sales management; and financing. ***Marketing Management Co-op (9914) Prerequisite: Marketing, Fashion Merchandising, or Travel, Tourism, and Recreation Marketing***

Small Business Entrepreneurship/ Applied Economics *(7210)*
Introduces students to the rewards and risks of owning or operating a business enterprise. Units include mastery skills needed to plan, organize, manage, and finance a small business. (Fulfills the Applied Economics Credit) ***Small Business Entrepreneurship/Applied Economics Co-op (9938) Prerequisite: None***

Strategic Marketing *(7213)*
Provides students with the marketing theory and applications that will serve as a foundation for future study and/or owning or managing their own business. Units include economics, marketing research and decision making, domestic and international markets, and financial analysis. ***Strategic Marketing Co-op (9933) Prerequisite: None 12th graders only***

Travel, Tourism, and Recreation Marketing *(7240)*
Provides a foundation for students interested in a career in travel, tourism, and recreation marketing. Units include customer relations, travel destination, tourism promotion, economics, and the hospitality/tourism industry. ***Travel, Tourism, and Recreation Marketing Co-op (9956) Prerequisite: Marketing***

Marketing Education Cooperative (Co-op) Education *(reference each course for course number)*
Students in marketing courses can be provided early release time from school for on-the-job instruction that connects to their course of study. Teacher-coordinators assist in finding course related training sites and team with an employer to develop training plans. Students must provide their own transportation. Students must work 15 - 20 hours per week. *(minimum 450 hours to earn credit)* ***Prerequisite: Must be enrolled in the Marketing Education course to which co-op is associated.***

Marketing Advanced Studies *(7216)*
Provides a three-phased culminating exit course for seniors that is career-focused. The three components of the program include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. ***Prerequisites: Three Marketing or Business courses***

Other Offerings

International Trade and Marketing ***(7208)***
available at: I, NM, P
Provides a special emphasis on international events and a career objective in marketing. Content includes the nature and scope of international trade and marketing, history of the US involvement in international trade, current international trade issues, and cultural impact on international trade issues. (Fulfills the Applied Economics Credit) ***International Trade and Marketing Co-op (9957)***
Prerequisite: None

Hospitality Operations ***(7239)***
available at the Clarion Hotel
This is the first level of two courses of a certification program (LOP-Certified Hotel Supervisor) based on industry validated skill standards (AHMA) for the hospitality industry. This two hour course is designed for juniors or seniors to develop in-depth knowledge of the nine sectors in the hospitality industry. The course is site-based at the Clarion Hotel. Students may earn an additional unit of credit for cooperative, on-the-job training by registering for ***Hospitality Operations Co-op (9936) Prerequisite: None***

Hospitality Management ***(7246)***
available at the Clarion Hotel
This is the second of two courses of the Hospitality Institute certification. This two hour course is for seniors who plan to pursue a post-secondary hospitality degree and/or a hospitality management career. The course is site-based at the Clarion Hotel. Upon successful completion of the LOP curriculum in this course, students may take the exam to attain the official Certified Hotel Supervisor designation. Students may earn an additional unit of credit for cooperative, on-the-job training by registering for ***Hospitality Management Co-op (9908) Prerequisite: Hospitality Operations***

Academy of Travel and Tourism
available at: I, O, WM
Focuses on one of the most dynamic industries in America and bridges the gap between the classroom and the workplace. In addition to required high school courses, students take specialized courses in travel and tourism, participate in an on-the-job internship program and are encouraged to study a foreign language for two years. The academy is affiliated with the National Academy Foundation in New York, NY.
Courses: ***Travel, Tourism, and Recreation Marketing (7240)*** ***Systems Application (7247)***
Travel, Tourism, and Recreation Marketing II (7242)

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Trade and Industrial Education

Trade and Industrial Education Levels Flow Chart

Level 1 (Grade 9)	Level 2 (Grade 10)	Level 3 (Grade 11)	Level 4 (Grade 12)
Introduction to Trade & Industrial Education (ITIE)	Drafting I	Drafting II	Drafting III
	Flexography I	Flexography II	
	Printing Graphics I	Printing Graphics II	Printing Graphics III
	Construction Technology I	Construction Technology II	Construction Technology III
	Electronics I	Electronics II	Electronics III
	Metals Manufacturing Technology I	Metals Manufacturing Technology II	Metals Manufacturing Technology III
	Automotive Service Technology I	Automotive Service Technology II	Automotive Service Technology III
		Cosmetology I	Cosmetology II
	Visual Communications I	Visual Communications II	Visual Communication III
	Radio & Television Broadcasting I	Radio & Television Broadcasting II	
	Heavy Equipment & Transport Technology I	Heavy Equipment & Transport Technology II	

(courses shown at the first level they may be offered)

Trade and Industrial Education Course Descriptions

Drafting I *(7551)*, Drafting II *(7552 - 2 periods)*, Drafting III *(7553- 2 periods)*
available at: B, EM, G, H, I, MP, NM, O, P, SM, V, WC, WM
Introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical presentation methods such as sketching, and geometric construction techniques as well as CAD (computer assisted design), orthographic projection, and oblique and isometric drawings. ***Drafting II Co-op (9926), Drafting III Co-op (9923)***
Prerequisite: None for Level I
In the second and third levels, students learn advanced applications in architectural or engineering drafting. ***Prerequisite: Drafting I for 7552, Drafting II for 7553***

Automotive Service Technology I *(7391)* Technology II *(7392 - 2 periods)* Technology III *(7393 - 2 periods)*
available at: EM, G, I, MP, NM, P, SM, WM
Introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventative maintenance, brake repair, electrical systems, trouble shooting, safety, test equipment, and measuring. ***Automotive Service Technology I Co-op (9927), Automotive Service Technology II Co-op (9928), Automotive Service Technology III Co-op (9929)***
Prerequisite: Algebra I or Technical Math.
The level II course helps prepare students for Automotive Service Excellence (ASE) technician certification. ***Prerequisite: Level I***
The level III course further prepares student for Automotive Service Excellence (ASE) certification and further education. ***Prerequisite: Level II***

Construction Technology I *(7531)* Technology II *(7532)* Technology III *(7533)*
available at: G, NM, NW, WC, WM
Provides a basic introduction to construction work and the technical aspects of carpentry. Topics include safety, measurement, and the identification, selection, and use of tools, equipment, lumber, materials, and fasteners. ***Construction Technology II Co-op (9978), Construction Technology III Co-op (9979)***
Prerequisite: None
Level II covers advanced aspects of carpentry with emphasis on development of skills introduced in level I. ***Prerequisite: Level I and Algebra***
Level III covers issues related to planning, management, finance, sales, labor, health and safety. ***Prerequisite: Level II***

Trade and Industrial Education Cooperative (Co-op) Education *(reference each course for course number)*
Students in Trade and Industrial Education courses can be provided early release time from school for on-the-job instruction that connects to their course of study. Teacher-coordinators assist in finding course related training sites and team with an employer to develop training plans. Students must provide their own transportation. Students must work 15-20 hours per week. (450 hours to earn credit)
Prerequisite: Must be enrolled in the Trade and Industrial Education course to which co-op is associated.

Other Offerings

Metals Manufacturing Technology I *(7853)* Technology II *(7854 - 2 periods)* III *(7855-2 periods) – available at: WM*
Introduces various manufacturing processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measuring, blueprint reading, layout, bench work, sawing, drilling, turning, grinding. ***Metals Manufacturing Technology II Co-op (9924), Metals Manufacturing Technology III Co-op (9925) Prerequisite: completed or enrolled in Algebra I***

Level II course provides advanced instruction in manufacturing and introduces computer assisted drafting/manufacturing and numerical control processes. ***Prerequisite: Level I***

Level III includes specialized instruction as required by local industry. ***Prerequisite: Level II***

Electronics I *(7641)*, II *(7642 - 2 periods)*, III *(7643 - 2 periods) – available at: G, O, V, WC*
Covers electronic practices and fundamentals, roles of electronics in communications and industry, and career development. Topics include safety, tools, direct current, schematics, soldering, and measuring electricity. ***Electronics II Co-op (9993), Electronics III Co-op (9994) Prerequisite: Algebra I***

Level II covers advanced electronic practices and principles, special equipment and materials, and employment opportunities. Topics include alternating current, semiconductor devices and bipolar transistors. ***Prerequisite: Level I***

Printing Graphics I *(7791)*, II *(7792 - 2 periods)*, III *(7793 - 2 periods) – available at: G, H, NM, SM, WC*
Introduces graphic communications and imaging technology with emphasis on printing production, publishing and packaging industries. Topics include safety, layout, design, electronic imaging, reproduction photography, image assembly, platemaking, duplicator operations, and binding. ***Printing Graphics II Co-op (9920), III (9995) Prerequisite: None***

The level II course covers the entire printing process, from design stage, to printing, bindery, and distribution stages.
Prerequisite: Level I (geometry and art I recommended but not required), Level II for 7793

Introduction to Trade and Industrial Education (ITIE) *(7401) – available at NW*
Introduces students to two to six career majors available in T&I Education. Topics include objectives from each of the career majors being introduced. Skills in communications, science, mathematics and leadership are reinforced. ***Prerequisite: None***

Radio & Television Broadcasting I *(7682)*, Broadcasting Ii *(7683 - 2 periods) – available at: G*
Instruction in technical and general information with emphasis on psychomotor skill development and safety in programming principles and variables, voice and diction, consoles, turntables, design and preparation, and employment in the area of programming and broadcasting. ***Prerequisite: None***

In Level II appropriate hardware and software, equipment, and supplies are used to develop skills and job competencies in the area of programming and broadcasting. ***Prerequisite: Level I***

Cosmetology I *(7691)*, Cosmetology II *(7692 - 2 periods) – available at: NM, WC*
Covers developmental skills, employment opportunities, and career information required for the cosmetology industry. Topics include facial, manicures, hair cutting, chemical relaxing, and wet hair styling. ***Prerequisite: None***

Level II covers advanced development of process, techniques, and skills. Topics include manicuring, pedicuring, artificial nails, and permanent waving techniques. ***Prerequisite: Level I***

Heavy Equipment and Transport Technology I *(7394)*, II *(7395 - 2 periods) – available at: NM*
Provides a program for developing the knowledge and skills needed by technicians in the heavy equipment and trucking related industries. Students learn the operation and repair of diesel engines, electrical and suspension systems, hydraulics and power trains used in heavy equipment, trucks, buses and tractors. ***Heavy Equipment and Transport Technology I Co-op (9930), II Co-op (9931) Prerequisite: None***

Level II continues the sequence begun in level I with more emphasis on troubleshooting. ***Prerequisite: Level I***

Visual Communications I *(7811)*, II *(7812 - 2 periods)*, III *(7813 - 2 periods) – available at: MP*
Provides instruction in the various phases of photography including cameras, photographic principles, black and white and color photography, and standard photography practices. ***Prerequisite: None***

Level II provides advanced instruction and practice in the various phases of photography. The course emphasizes commercial, business and journalistic applications. ***Prerequisite: Level I***

Trade and Industrial Education Advanced Studies *(7864)*
A culminating, career-focused course allowing trade and industrial students to demonstrate abilities in use of content and application of knowledge and skills to real-world situations. This course includes a research paper, product and presentation. ***Prerequisite: Three technical credits in Trade and Industrial Education***

Flexography I *(7255)*, II *(7256) – available at: G, SM*
Provides an introduction to the processes, products, and careers relative to the flexographic industry and the graphic arts.
Prerequisite: None for Level 1, Level 1 for Level II

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Technology Education Course Descriptions

Technology Education Levels Flow Chart

Level 1 (Grade 9)	Level 2 (Grade 10)	Level 3 (Grade 11)	Level 4 (Grade 12)
Fundamentals of Technology	Communication Systems		Technology Studies
	Manufacturing Systems		
	Transportation Systems		
	Principles of Technology I	Principles of Technology II	

(courses shown at the first level they may be offered)

Technology Education Course Descriptions

Fundamentals of Technology *(7862)*
available at: B, G, H, I, MP, O, P, SM, V, WM
Provides hands-on experiences in principles and processes essential for the technology systems courses and develops a foundation for students interested in any technical field of study. Emphasis is placed on problem solving, design, technical communications, modeling, testing, evaluation, and implications of technology. ***Prerequisite: None***

Technology Studies *(7863)*
Allows students to pursue a topic of interest using knowledge and skills gained from previous workforce development and academic courses. Emphasis is placed on a student-directed study and evaluation of a technological concept or application. Topics may be technological, mathematical, or scientific in nature or may focus on the social sciences or fine arts. ***Prerequisite: Fundamentals of Technology and two additional courses in a Workforce Development Education program area***

Communication Systems *(7818)*
available at: B, G, H, I, MP, P, SM
Introduces students to visual and audio design, using state-of-the-art technology. Learn design, sketching, computers, the Internet, electronic and optical communications systems. ***Prerequisite: Fundamentals of Technology***

Technology Education Cooperative (Co-op) Education *(reference each course for course number)*
Students in technology courses can be provided early release time from school for on-the-job instruction that connects to their course of study. Teacher-coordinators assist in finding course related training sites and team with an employer to develop training plans. Students must provide their own transportation. Students must work 15-20 hours per week during the school week. (minimum 450 hours to earn credit) ***Prerequisite: Must be enrolled in the Technology Education course to which co-op is associated.***

Other Offerings

Manufacturing Systems *(8154)*
available at: I,O, V, WM
Emphasis is placed on students designing, producing, and evaluating products using contemporary manufacturing methods. Activities integrate physical and social sciences, mathematics, language and fine arts. ***Prerequisite: Fundamentals of Technology***

Principles of Technology I *(7640)*, Technology II *(7644)*
available at: B, G, H, V, WC
Provides a hands-on approach to understanding principles and concepts of technology and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. ***Prerequisite: Algebra I and Fundamentals of Technology are recommended***

Transportation Systems *(7820)*
available at: H
Introduces land, water, air and space transportation through experimentation and model making. Emphasis is placed on defining problems, designing, constructing and testing prototypes. Activities integrate physical sciences and mathematics. ***Prerequisite: Fundamentals of Technology***

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Work-Based Learning Programs

Exploring *(9032) Year*
A division of Boy Scouts of America
Provides male and female students opportunities for in-depth career exploration in a selected area. Major programs include accounting, computer programming, dentistry, drama, education, engineering, firefighting, hospital services, journalism, law enforcement, medicine, nursing, physical therapy, rescue operations, special education, and veterinary medicine. Night meetings, usually bi-monthly, are held at the site of the interest-area sponsor under the supervision of an adult Explorer leader. Credit is awarded on the basis of satisfactory participation and attendance. ***Prerequisite: Membership in Explorer Post***
Credit: .5 units, not counted in class rank or toward graduation

Academic Internship Program
Quarter - 45 hours (8519), Semester - 90 hours (8520), Year - 180 hours (8521) available for 10th graders (second semester), 11th and 12th
Gives students an opportunity to explore areas of academic or career interests as they work in the community with government and civic agencies, businesses, industries or individuals. Students generally spend two afternoons a week (approximately six hours total per week) on their internships. Interns are not paid but receive elective credit based on the length of the internship. Students must arrange their own transportation to the site of the internships. Enrollments are accepted throughout the year. Although more than one unit may be earned in grades 10 -12, only one unit of elective credit will be counted toward graduation. ***This credit will not be counted in class rank. Prerequisite: None***

Youth Apprenticeship
available for 11th and 12th graders
An employer-school partnership that allows students to earn income through on-the-job training in occupations that can lead to careers in high-paying, highly skilled professions. The student apprentice works on the job for a sponsor and is taught and supervised by another employee, a fully trained, skilled, worker in that occupation. All youth apprenticeship programs are registered with the NC Department of Labor which issues a national recognized Youth Apprenticeship Certificate of Completion of the High School Phase. Students must provide their own transportation. Apprenticeship requires 15 - 20 hours per week during the school year. Full time during the summer. ***Prerequisite: 2.0 GPA and Application Process***

Trade and Industrial Youth Apprenticeship - (9964) year (9971) sem

Technology Youth Apprenticeship - (9965) year (9972) sem

Business Youth Apprenticeship - (9960) year (9967) sem

Marketing Youth Apprenticeship - (9961) year (9968) sem

Agricultural Youth Apprenticeship - (9959) year (9966) sem

Health Occupations Youth Apprenticeship - (9963) year (9970) sem

Family and Consumer Sciences Youth Apprenticeship - (9962) year (9969) sem

Cooperative (Co-op) Education
Some career related courses offer students a co-op option. Students in these identified courses can be provided early release time from school for on-the-job instruction that connects to their course of study. ***Reference each course for co-op number. Prerequisite: Must be enrolled in the career related course***

Workforce Development Education Program Internships
Internships are available through the Academy of Finance, Academy of Travel and Tourism, Academy of Medical Sciences and Academic Internship Programs.

Miscellaneous Courses

Library Science and Information Studies/Semester *(1132)* Year *(1131)*
In these courses students receive instruction and experience in various media center operations including shelving and filing, operation of AV equipment, and production of audio-visual materials.
Prerequisite: None

Freshman Focus *(1695)*
For **all incoming ninth graders** making the transition from middle school to the individual-oriented high school life. Focus is on developing interpersonal skills, personal goals, problem-solving and communication skills, time management as well as a variety of other topics which will help make high school a successful experience.

Leadership/Student Government I *(8511)* II *(8512)* III *(8513)*
In this course elected student officers and others develop leadership and organizational skills through classroom work and practical experiences. These skills include parliamentary procedure, group dynamics, budgetary processes, problem-solving, and evaluation techniques. This course is open to interested students, but not required of student council officers.
Prerequisite: Level I - None
Prerequisite: Level II - Level I
Prerequisite: Level III - Level II

Workplace Readiness *(7975)* - *Semester*
available at Learning Academies , Mayfield, and the George T. Lewis, Jr. Academic Center
This course is designed to develop the fundamental skills needed to secure employment and advance in a career. Skills are generic to all occupations and emphasize proficiency in the workplace, problem-solving, teamwork, and self-management. In addition, skills are developed which are specific to investigating, securing, and maintaining appropriate employment.
Prerequisite: None

Enrichment Courses

Washington Close-Up *(9033)*
This social studies offering combines a week-long seminar in Washington, DC with a leadership training workshop conducted by the Social Studies Department of CMS. Students have the chance to interact with other student leaders and with national figures while in Washington. Credit is not counted in class rank. ***Prerequisite: Demonstrated leadership potential and academic achievement, recommendation of teachers and counselors considered***

Central Piedmont Community College
College Experience Offerings
1998-1999

Charlotte-Mecklenburg Schools—Central Piedmont Community College's College Experience Program
If you are a senior, you may enroll in the College Experience Program. You can receive both high school and college credit for the approved courses that are listed below. **(Please note CMS course number is listed in bold.)** Get complete information from your Industry-Education Coordinator.

Behavioral and Social Science

4410	ACA 120	Career Assessment
4413	ACA 118	College Study Skills
4414	GEO 111	World Regional Geography
4415	GEO 131	Physical Geography I
4402	POL 120	American Government
4038	PSY 102	Human Relations
4039	PSY 150	General Psychology
4409	SOC 220	Social Problems

Business and Accounting

6334	ACC 120	Principles of Accounting I
6335	ACC 121	Principles of Accounting II
6331	BUS 110	Introduction to Business
4404	ECO 251	Principles of Microeconomics
4403	ECO 252	Principles of Macroeconomics
6337	INT 110	International Business
6338	LEX 110	Introduction to Paralegal Studies
6339	LEX 140	Civil Litigation I
6345	LOG 110	Introduction to Logistics
6340	MKT 123	Fundamentals of Selling
6346	OMT 110	Introduction to Operations Management

Computer and Office Information Systems

7982	CIS 110	Introduction to Computers
7983	CIS 111	Basic PC Literacy
7984	CIS 112	Windows
7950	CIS 144	Operating Systems - DOS
7985	CIS 172	Introduction to Internet
7986	CSC 134	C++Programming
7952	CSC 137	Pascal Programming

Engineering and Advanced Technology

7942	ARC 111	Introduction to Architectural Technology
7943	ARC 114	Architectural CAD
7944	ARC 114A	Architectural CAD Lab
7948	DES 115	Color Theory
7949	DES 135	Principles and Elements of Design I
7945	DFT 111	Technical Drafting
7946	DFT 151	CAD I
7955	HOR 112	Landscape Design I
7926	MAC 114	Introduction to Metrology
7947	MAC 121	Introduction to CNC
7925	MAC 131	Blueprint Reading/Machining
7908	MEC 111	Machine Process I

English

1074	ENG 125	Creative Writing I
1086	ENG 126	Creative Writing II
1087	ENG 275	Science Fiction
5170	FRE 111	Elementary French I
5375	GER 111	Elementary German I
1077	HUM 130	Myth in Human Culture
1350	JOU 110	Introduction to Journalism
5820	RUS 111	Elementary Russian I

Health, Physical Education and Recreation Department

8870	HEA 112	First Aid & CPR
8871	PED 110	Fit and Well for Life
8872	PED 135	Fencing-Beginning
8873	PED 125	Self-Defense-Beginning
8874	PED 122	Yoga I
8875	PED 173	Rock Climbing
8876	PED 170	Backpacking
8877	PED 169	Orienteering
8878	PED 128	Golf-Beginning
8879	PED 160	Canoeing-Basic
8880	PED 163	Kayaking-Basic
8882	PED 260	Lifeguard Training
8881	PED 262	Water Safety Instructor

Health Sciences

3055	DEN 100	Basic Orofacial Anatomy
3511	MED 121	Medical Terminology I

Hospitality Education

7201	CUL 110	Sanitation and Safety
7202	CUL 110A	Sanitation and Safety Lab
7203	CUL 120	Purchasing
7204	CUL 120A	Purchasing Lab
7205	HRM 110	Introduction to Hospitality

Mathematics

2451	MAT 140	Survey of Mathematics
2452	MAT 140A	Survey of Mathematics Lab
2453	MAT 155	Statistical Analysis
2454	MAT 155A	Statistical Analysis Lab
2433	MAT161	College Algebra
2455	MAT 161A	College Algebra Lab

Nursing & Human Services

7190	ASL 111	Elementary ASL I
7199	ASL 181	ASL Lab I
7191	ASL 112	Elementary ASL II
7200	ASL 182	ASL Lab 2

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7207 HSE 110 Introduction to Human Services
6524 IPP 111 Introduction to Interpretation

Public/Safety
7030 CJC 111 Introduction to Criminal Justice
7031 CJC 221 Investigative Principles

Real Estate
6522 REA 101 Introduction to Real Estate Appraisal (R-1)
6520 RLS 112 Real Estate Fundamentals
6523 RLS 113 Real Estate Mathematics
6521 RLS 212 Real Property Management

Science
3512 AST 111 Descriptive Astronomy
3513 AST 111A Descriptive Astronomy Lab
3510 BIO 110 Principles of Biology
3506 BIO 130 Introduction Zoology
3514 BIO 168 Anatomy and Physiology I
3515 BIO 169 Anatomy and Physiology II
3516 GEL 113 Historical Geology
3517 GEL 120 Physical Geology
3518 PHY 110 Conceptual Physics
3519 PHY 110A Conceptual Physics Lab
3507 PHY 151 College Physics I
3508 PHY 152 College Physics II

Technical Careers
7941 AHR 110 Intro to Refrigeration
7959 AUT 161 Electrical Systems
7910 AUT 110 Intro to Auto Technology
7911 AUT 181 Engine Performance - Elec.
7920 AUB 111 Painting & Refinishing I
7972 AUB 121 Non-Structural Damage I
7921 AUB 131 Structural Damage I
7912 DIE 118 Mechanical Orientation
7953 DIE 125 Preventive Maintenance
7913 DIE 112 Diesel Electrical Systems
7980 GRA 110 Graphic Arts Orientation
7981 GRD 141 Graphic Design I
7962 WLD 121 Gas Metal Arc Welding & Flux Cored Arc Weld Plate
7923 WLD 115 S.M.A.W. (Stick) Plate

Visual and Performing Arts
8730 ART 111 Art Appreciation
8731 ART 131 Drawing I
8741 ART 231 Printmaking I
8743 ART 240 Painting I
8734 ART 260 Photography Appreciation
8742 ART 281 Sculpture I
8744 ART 283 Ceramics I
8747 DAN 110 Dance Appreciation
8748 DRA 111 Theatre Appreciation
8749 MUS 110 Music Appreciation
8712 MUS 151P Class Music I (Piano)
8713 MUS 152P Class Music II (Piano)
8714 MUS 151J Class Music I (Jazz Vocal)
8729 MUS 253 Big Band
8723 MUS 263 Jazz Improvisation I
8728 MUS 264 Jazz Improvisation II

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8497	Aerobics II (y)	25
8494	Aerobics III (s)	25
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The Academic Internship Program Curriculum Guide

Charlotte-Mecklenburg Schools

Grades 10-12

The Academic Internship Program
Curriculum Guide

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September, 1986

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PREFACE

Included in this curriculum guide is the framework for many of the learning opportunities in the Academic Internship Program which are available to CMS high school students. In each career area, information is provided to describe the purpose of the internship, the qualifications for the intern, the content/scope and competency goals for the internship, and vocabulary applicable to the internship. A preliminary section to the guide describes the three types of development that occur in a successful internship, the procedure used in developing internships, and the benefits of the Academic Internship Program (AIP).

The AIP staff serve as the coordinators of the internship experiences. The internship coordinator works with students in planning worthwhile internship experiences and is available to assist teachers as they serve as teacher sponsors to their students participating in internships. The internship coordinator also serves as the liaison with the AIP's community sponsors.

New areas for internships are developed each year. The career areas described in this guide are the ones in which students are most frequently placed as well as the ones that coincide with the basic academic curriculum of our high schools. The descriptions compiled are from a number of different community sponsor locations and describe the individual internship categories in a generalized composite form.

It is hoped that curriculum/staff development personnel, principals, program specialists, and teachers will make suggestions about creating new internships or improving existing ones. These comments and/or suggestions should be made to the internship coordinators.

Three objectives emphasized by the Academic Internship Program are:

- To provide opportunities for high school students to explore areas of academic or career interests through the development of internship programs within local government and civic agencies and organizations, businesses, industries, and individuals.

- To establish positive relationships between the internship program and the school and the community.

- To enable students to earn credit for extrcurricular experiences of an academic nature.

Other goals that the internship program seeks to accomplish are:

- development of good work habits
- personal growth
- strengthening of communication skills
- awareness of the community's vast resources and the world of work

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INTRODUCTION

INTRODUCTION

The Academic Internship Program which operates in all ten CMS high schools provides students the opportunity to explore areas of career or academic interest through internships in the community. More than 400 community sponsors are involved each year in placing over 600 students with government and civic agencies, businesses, industries, or individuals. The internship coordinators recruit appropriate community sponsors according to areas of career interest expressed by the students. In the internship program, each student is supported by a teacher sponsor, his community sponsor, and the internship coordinator. All three persons help the student to plan worthwhile objectives and learning activities to be accomplished during the internship. Each student keeps a journal. The journal and an evaluation from the community sponsor are given to the teacher sponsor for determining the final grade and credit. In order to be eligible for the grade of "A", each intern is required to complete a project related to the internship.

Students spend an average of six hours each week for a minimum of 45 hours. Students are not paid but receive academic credit. Internships are done after school usually two afternoons a week. Students provide their own transportation. Any high school student (sophomores must wait until second semester) is eligible to participate in the program. Most internships are done on a one-to-one basis. However, group internships are held in law, medicine, radio/television, and journalism, in addition to one-on-one internships in these areas.

One of the keys to the development of this program has been the enthusiasm of the students for this kind of learning experience and the positive response shown by those agencies, organizations, businesses, and individuals in the community who have agreed to sponsor high school students on internships.

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PHILOSOPHY

While being exposed to and learning the basic academics, the internship program with hands-on and observational experience is an option offered to help educate high school youth. Since the ultimate goal of education is to help students develop a "whole brain" and put it to use for self development, personal aesthetics, and service to society, we, the AIP staff, feel that a student has a better opportunity to bring together all knowledge and understandings acquired through left and right brain stimulations in the classroom when the student can make application of that learning in real-life situations. We further believe that these real-life situations are found in the world of work and through interactions that are more cosmopolitan in nature than those found in schools alone. In the AIP, school taught subjects—English, Mathematics, Science, Social Studies, and Art—are put to the test of giving students an opportunity to answer questions and ask better ones. What better way can we assure our society of persons dedicated to the improvement of technology, for example, than to see to it that those pursuing the profession have experienced it?

Founded on the principle that any young person today has the right to explore the work he/she may do tomorrow or pursue academic interests beyond the school, the Academic Internship Program has been created as a supplement to formal classroom instruction. The classroom has been expanded into the community with its unlimited curriculum and vast state-of-the-art technological resources. The intent of the internship program is to add significantly to the vitality and impact of courses that a student has taken or will take.

DYNAMICS OF THE INTERNSHIP PROGRAM

WHAT ARE THE CHARACTERISTICS OF A GOOD INTERNSHIP?

I. There are three types of development that occur in experiential learning.

A. Cognitive - Understanding begins when the student is able to present knowledge, analyze it, and apply it by taking action or making a decision to take action.

B. Personal - Students must explain his/her presence and purpose to others; gain their confidence and cooperation; and develop and maintain mutually acceptable relationships.

C. Moral - Commitment is made to certain principles and values guiding one's behavior.

II. For an internship to be successful, students must have the opportunity to experience the following:

A. Cognitive

1. **To use the knowledge, skills, and attitudes they bring to the internship.**

Examples are students learning how to...

- develop an x-ray.
- mix and pour dental stone for an impression.
- transmit orders for customers at an investment banking house.
- conduct marketing surveys for a bank.
- stain slides in a hospital laboratory.

2. **To move to the next level of challenge within a placement or a subsequent placement.**

Example. A student at the beginning of her pharmacy internship watched how IV's were made. By the time this student finished her internship at the hospital pharmacy, she was making IV's, compounds, and filling prescriptions.

It is important to have just the right amount of challenge in an internship—too much difficulty and the student is disturbed; too little challenge and the student is bored. In the AIP, there is a low drop-out rate.

3. **To question, challenge, test, and apply new learning.**

Examples.

- Student working with the Adult Parole Department who wrote in his journal, "I'm getting to the point where I don't believe I want to be a probation officer".

- Journal quote of an intern, "I was given the freedom to take on as much work as I wanted, but I was always allowed to refuse responsibility when I thought I had more than I could handle".

Many times the rapport that sets up between the community sponsor and student intern dictates the content of the learning experience. Good rapport can lead to experiences that would never have been anticipated.

B. Personal

1. **To grow in self esteem and self direction.**

   Example. "The center is proving beneficial for myself as well, I think. When I get really involved with the kids I forget my own problems.", an entry in an intern's journal.

2. **To carry out assigned responsibilities and take on new ones; participate in the decision making process.**

   Examples are quotes from internship journals. "In my internship at the Speech and Hearing Center, I realize I have more patience than I thought. I found I can be as patient as you want me to be. You really want to help those people as much as you can."
   "In my internship in archeology, I learned I could do more than I thought I could."

C. Moral

1. **To develop perspectives.**

   Examples are from the journal of a student who was interning in emergency medicine.

   "I learned how important the drunk driving law really is when I saw a husband and wife killed by a drunken motorcyclist."
   The student wrote about another experience: "I grabbed up the stretcher with the help of another medic. When we walked in, the place smelled awful. A lady showed us to the bedroom; the sight was terrible. One guy lay slumped over the bed, a puddle of blood under him and another had one side of his head gone. I couldn't stand the sight. I had to go back to the ambulance to catch my breath. I thought for a while about the situation and realized for the first time I had experienced the sight of death and its realities and also the importance of life."

2. **To collaborate with others and be exposed to various points of view.**

   Example. A dental student intern wrote in his journal, "Dr. Pierce told me that often a dentist can do an excellent job with a filling. However, he will get no more recognition than a dentist who simply fills the tooth, but does not work hard to shape it right because no one knows the difference. The dentist needs the highest morals to do his/her best for the patient always."

III. Summary

The following statement from a law intern's journal sums up how development has taken place in all three areas—cognitive, personal, and moral. (Student intern was evaluating the effectiveness of the judicial system).

> "The problems of the court system are no less complex than the problems of the people with whom it must deal. We certainly do not yet know all the answers, but did we ever stop to think—are we asking the right questions?"

WHAT IS THE PROCEDURE USED IN DEVELOPING INTERNSHIPS?

I. Three major persons support the intern.

A. The teacher sponsor
(One of the student's teachers chosen by the student to discuss with the student relevant subject matter covered during the internship, to read and sign the student's journal, and to assign credit and a grade at the conclusion of the internship. Usually, the teacher sponsor represents an academic area related to the internship experience. For example, a science teacher usually sponsors a medical intern.)

B. The community sponsor
(The supervising person at the internship site.)

C. The intern coordinator
(These persons identify organizations and businesses that will work with the AIP, arrange student/community sponsor interviews, help students work out objectives for their internships, help determine internship schedules, and monitor activities among the teacher sponsor, community sponsor, and student.)

II. Students learn about the Academic Internship Program in various ways.

A. Once a week an intern coordinator is available to students at each school during lunch periods.

B. Intern coordinators often get into classes to explain the details of the program to the students.

C. Teachers, counselors, and appointed liaison persons inform students about the existence of the internship program.

D. Participating students inform their friends about the program.

III. Learning activities are recorded during an internship.

A. Interns keep a time sheet and a daily or weekly journal of their activities during an internship exposure.

B. Interns record and define terminology relevant to the jargon of the business in which they are working.

IV. Group internships exist and differ slightly from the usual one-on-one internship.

A. Group internships occur when fifteen or more students meet simultaneously and on a weekly basis to learn about a particular career.

B. Various lawyers, doctors of medicine, journalist personnel, and radio/television personnel conduct seminars on a given schedule to inform students about their professions.

C. Group interns engage in special written assignments and oral discussions.

D. An intern coordinator meets with group interns during each session to check rolls and to impart pertinent information.

V. Interns are visited and monitored during their internship exposure.

A. AIP board members and intern coordinators visit many of the interns at the internship sites.

B. Intern coordinators are often in touch with community sponsors, interns, teacher sponsors, and parents of interns via telephone.

C. The teacher sponsor, community sponsor, and intern coordinator read and sign the intern's journal at least twice during the internship.

VI. Evaluations are completed.

A. Using a special form provided by the AIP, the community sponsor evaluates the intern.

B. Using a special form provided by the AIP, the intern evaluates his internship experience.

C. The teacher sponsor considers the evaluations, journal, and any special project the intern has made before assigning credit and a grade.

D. Intern coordinators arrive at grades for group interns.

INTERNSHIP PROCESS

I. **Student Applies**
May receive application from intern coordinator, teacher, or counselor.
Student talks over his reasons for having an internship with the intern coordinator.
Intern coordinator reviews the student's commitment and responsibility in having an internship.

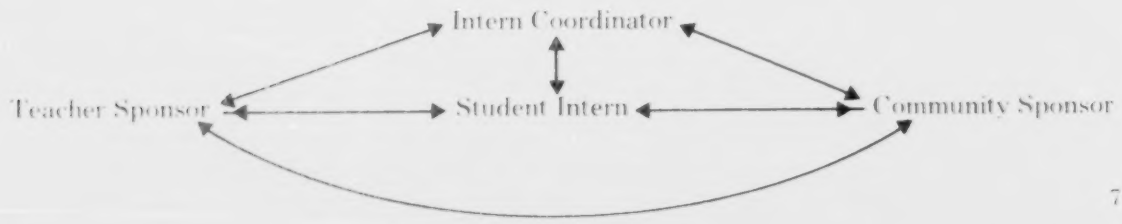
II. **Community Sponsor Contacted**
Intern coordinator explains the intern program.
Community sponsor is invited to participate in the Academic Internship Program.

III. **Interview**
Involves the student intern, community sponsor, and intern coordinator.
Student and sponsor test their compatibility.
Objectives and activities for the internship are spelled out by community sponsor and student intern.
Hours, schedule, and responsibilities of student intern are established.
Academic Internship Student Commitment is signed.

IV. **Conference with Teacher Sponsor**
Intern coordinator notifies teacher sponsor of placement and student contacts teacher.
Teacher sponsor reviews objectives and activities of internship making changes, additions, etc.
Teacher and student decide on evaluation procedure: keeping a log, making class presentation, completing a project.
The amount of academic credit to be received is established.
Kind of grading is determined.

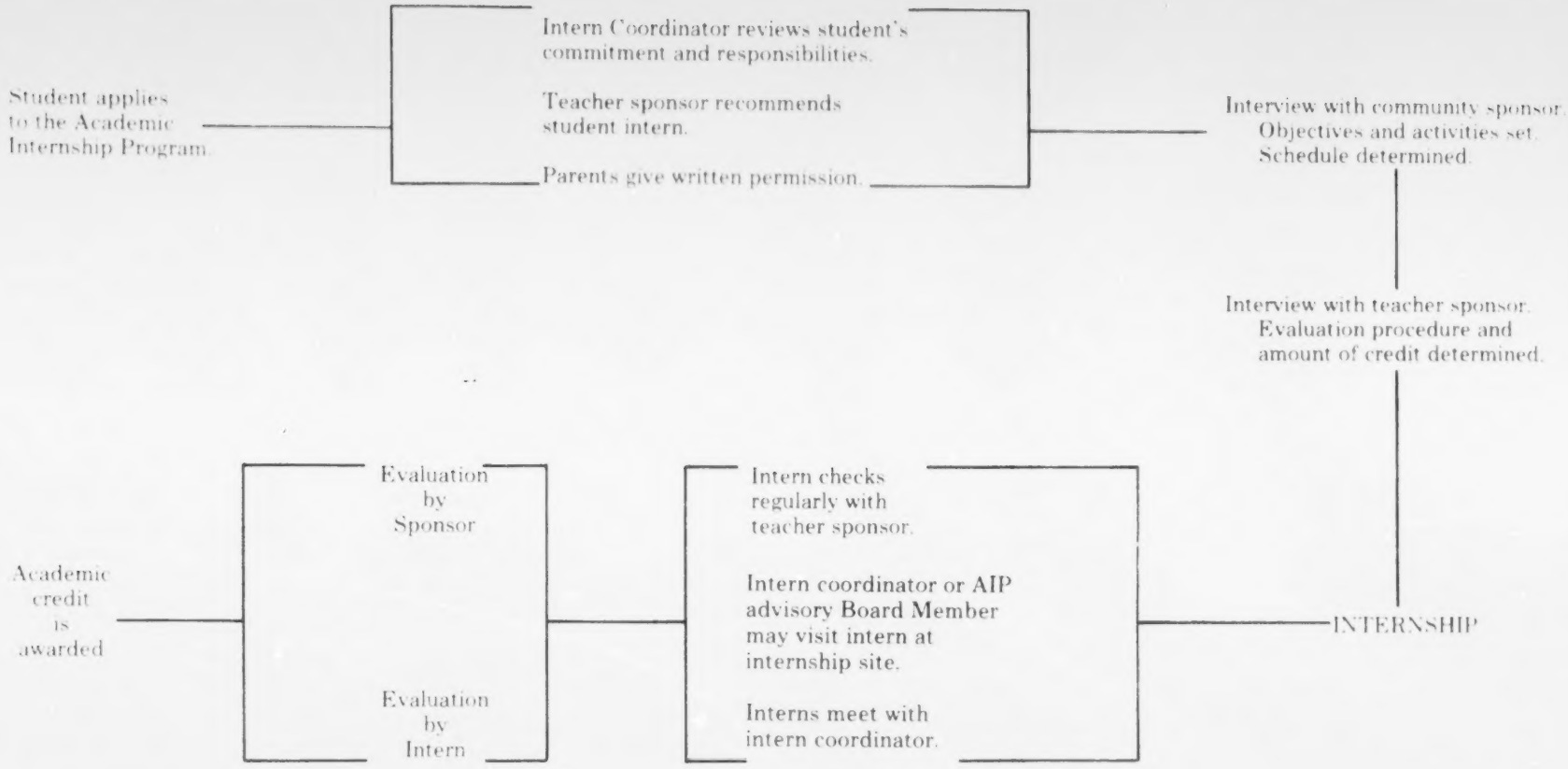
V. **Internship in Progress**
Student intern keeps in close contact with teacher sponsor (contact at least once a week).
Intern coordinator is notified if any problem arises by either the community sponsor, teacher sponsor, or student intern.
Intern coordinator or AIP advisory Board member often visits student interns at the site.
Student interns are encouraged to contact their intern coordinator periodically to discuss their progress.

VI. **Evaluation Procedure**
Community sponsor and student intern complete evaluations on each other at the end of the internship and review them together.
Community sponsor mails his evaluation to the internship office and the student intern gives his journal to his intern coordinator.
The evaluation and journal are given to the teacher sponsor.
Proper academic credit is awarded.



ACADEMIC INTERNSHIP PROGRAM

FLOW CHART


Student applies to the Academic Internship Program.
Intern Coordinator reviews student's commitment and responsibilities.
Teacher sponsor recommends student intern.
Parents give written permission.
Interview with community sponsor. Objectives and activities set. Schedule determined.
Interview with teacher sponsor. Evaluation procedure and amount of credit determined.
INTERNSHIP
Intern checks regularly with teacher sponsor.
Intern coordinator or AIP advisory Board Member may visit intern at internship site.
Interns meet with intern coordinator.
Evaluation by Sponsor
Evaluation by Intern
Academic credit is awarded

WHAT ARE THE BENEFITS OF THE INTERNSHIP PROGRAM TO THE STUDENTS, SCHOOLS, AND COMMUNITY?

I. Benefits to the **Students** include:

A. **Realistic View** - Students gain a more realistic view of a career area that they could not experience through the average teenage job. They become involved behind the scenes to learn more about the total operation of the organization. A realistic view of a career area might result in a student discovering a particular field for him was **not** what he wanted. This experience is valuable because financial resources and time have not been wasted in this direction.

B. **Better Career/College Choice** - Students make better decisions about further education and which college to attend.

C. **Potential Employment** - Internships often lead to part-time or summer jobs. Examples: One of our Group Journalism students was hired by East Woods Press Publishing Company, and Mecklenburg Day Services plans to hire a Harding student when she reaches eighteen years old in January.

D. **Contacts/References** - Important contacts and recommendations for college programs or scholarships benefit student interns. Example: Women In Communications, Inc. for the first time gave a $300.00 scholarship to a West Mecklenburg student. This student plans to attend UNC-CH and major in Communications. She credits her two group internships in Journalism and Radio/Television with helping her get her scholarship.

E. **Practical Experience** - Practical on-the-job training **reinforces classroom** instruction. Students strengthen academic knowledge and skills by developing good work habits, becoming more articulate in communication skills with sponsors, dealing with the public, or relating to teacher sponsors at their high schools.

II. Benefits to the **Schools** include:

A. **Public Relations Ambassadors** - Students are public relations ambassadors for the schools.

B. **Classroom Enrichment** - Students may invite a community sponsor to be a guest speaker in the classroom or the intern may give an oral presentation about the community experience.

C. **Community/School Link** - "The Great Exchange Program" expands the classroom into the city with its unlimited curriculum and vast resources. The AIP was founded on the principle that young people today have the right to explore the work they may do tomorrow or pursue independent study projects beyond the schools. The community has responded with open arms.

D. **State-of-the-Art Exposure** - Students are exposed to complex technological equipment and environments not found in the classroom.

E. **Contributed Value - $350,000+** - In a Cost Benefit Analysis completed in 1981-82 the Charlotte community contributed $351,975 and over 27,000 hours to 621 high school students on internships. This figure is based on an estimate given by Chamber of Commerce of $13.00 per hour for community sponsors in this program.

III. Benefits to **Community Sponsors:**

III. A. **Attracts Future Employees** - Community sponsors have the opportunity to assess a student's capabilities--which can lead to part-time jobs or summer jobs while the student is in college. Employers see interns as potential employees already trained in entry-level skills.

B. **Positive Public Image** - Companies feel participation is a corporate responsibility to the community and they take civic pride in being a part of the AIP.

C. **In Touch with Youth** - Some employers feel their employees know their job better if they are communicating to young people about their work.

D. **Promotes Profession/Occupation** - Some employees feel through this program, students can be informed and attracted to a certain field or profession. Example: General Motors Institute is very interested in promoting engineering internships with our high school students. Their dropout rate in their college Co-op Program is 25%. They feel if students begin early to learn about engineering, the dropout percentage in college will be considerably less.

INTERNSHIP PLACEMENT AREAS

ACCOUNTING

Overview

To make important decisions, managers of businesses must have up-to-date financial information. Auditors and/or accountants prepare and analyze financial reports that furnish needed information to executives.

Depending on the needs and desires of students who are interested in having internship experiences in accounting, the AIP staff places students with certified public accountants, management accountants, or certified internal auditors in large and small businesses. An example of where the kinds of accountants listed above may be found are Ernst and Whinney, School Workers Federal Credit Union, and Bouligny Corporation, respectively. In any such firms, interns will be exposed to a busy financial concern from a variety of perspectives and will actually participate in the functions of the accountants.

"Persons planning a career in accounting should have an aptitude for mathematics, be able quickly to analyze, compare, and interpret facts and figures, and to make sound judgements based on this knowledge." (**Occupational Outlook Handbook**)

Content - Scope

Forty-five to ninety hours of exposure in accounting procedures provide an opportunity for students to observe activities and have hands-on experiences which may deal with credit, budgeting, inventory control, loan procedures, accounts payable, accounts receivable, tax return preparations, and auditing. In addition, students are exposed to basic words and terminology relevant to the particular business where they are placed as well as to the particular financial transactions carried on at that business.

Competency Goals

1. The intern will develop an understanding of the various aspects of accounting.

2. The intern will work with the mathematical auditing of various accounts.

3. The intern may learn how to open member accounts and disburse loan funds.

4. The intern will help set up schedules, worksheets, and other financial statements.

5. The intern will monitor the functions and procedures of at least one board meeting or business meeting.

6. The intern will define basic words and terminology relevant to accounting jargon, and he will demonstrate his/her understanding of the terminology when he/she discusses his/her internship with his/her teacher-sponsor, community sponsor, and intern coordinator.

Vocabulary

MCS - (management consultant services).

Attest function - To express opinion as to fairness or unfairness of a company's books.

Internal auditors - Persons who work systematically on or who watch over books within a company.

Public accountants - Accountants who own their own businesses or who work for accounting firms; usually referred to as CPA's.

Management accountants - Persons who handle the financial records of their companies; also known as industrial or private accountants.

Government accountants - Auditors who examine the records of government agencies and audit private businesses and individuals whose dealings are subject to government regulations.

Audit - An official examination of an account book.

Dividends - A share of money distributed; a share in profits.

Interest - The amount of money paid for the use of a loan.

Loan contract - An agreement between two or more persons for the borrowing of money.

Delinquent - Being overdue in payment.

Share (savings) - A portion of a property or invested capital.

Accounts payable - An account of money that has to be paid out.

Accounts receivable - An account of money to be collected.

Advertising

ADVERTISING/PUBLIC RELATIONS

Overview

The internship in advertising or public relations involves the student in one of several different types of businesses or organizations. These internships range from the advertising department of the local newspaper, an advertising company, the creative services division of a broadcasting corporation, a graphics shop, the communications department of a large organization, to the public relations office of an arts organization such as the symphony or the opera.

Learning experiences can include writing press releases, working on fund raising campaigns, shooting pictures, designing logos and advertisements, doing paste-ups of advertisements and brochures, and attending meetings with clients.

Although not required, it is helpful if the student applying for an internship in the area of advertising has taken course work in art, drafting, advertising, or graphics.

Content - Scope

The student interested in advertising and/or public relations will experience a variety of activities depending upon the site of the internship. In the advertising company or department, the student learns about brochure, film, or slide show production, animation drawing techniques, layout procedures, testimonial editing, and client relationships. In addition to these experiences, a student can learn how to write press releases, work with advertising campaigns, organize artist receptions, and observe the organization of a concert series in the symphony or opera organization. In the creative services department of the broadcasting company, the student learns how to produce weather graphics, promotions for television shows, advertisements for events, and how to project a good image for the station.

A student may intern from 45 to 180 hours depending on the student's interest and the time allowed by the community sponsor.

Competency Goals

1. The student will learn about the over-all purpose of the advertising or public relations department for the organization that sponsors the internship.

2. The student will learn techniques of layout design, photography, film and copy editing, animation, basic lettering, and arranging slide shows.

3. The student will learn how to produce films, logos, brochures, and advertisements.

4. In the public relations internship, the student will learn how to write press releases, work with agents, organize an advertising campaign, and assist the marketing director.

5. The student will be exposed to the important factors in developing and maintaining good client relationships.

6. The student will learn about career opportunities in advertising and public relations and the educational background required to pursue careers in these fields.

Vocabulary

Logo - A visual symbol of the company or organization.

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Promo - A promotion for a certain event.

Tease - Time when a little bit is told about something that is coming up later.

Animation - The giving of movement to stationary objects; single framing live action, drawings, or objects.

Cel - An animation frame.

Editing - The choosing and elimination of material to make the final presentation.

Direct mail - A form of advertising in which one targets his potential market through the mail.

Layout - Graphic design of printed material.

Paste-up - Setting down type, drawings, or material on boards so it can be printed.

Camera ready art - Art ready for the printer to photograph and then print.

Stat - Process of enlarging or shrinking a print of an original.

Justified - When type is even on the left and right sides.

Crop marks - Symbols that tell the printer where to cut.

Visual - A homemade copy of how the final printing will look.

Architecture

16

ARCHITECTURE

Overview

Architects not only design carefully scaled plans for beautiful buildings, but they also "provide a wide variety of professional services to individuals and organizations planning a building project." From discussions with clients about purpose, requirements, and cost to site inspection after the building is under construction, the architect continuously has input. Therefore, high school students interested in preparing themselves to study architecture may begin by doing well in general academic courses. Languages, history, social studies, mathematics, art and mechanical drafting are the kinds of courses that prove helpful for this career.

Content and Scope

Architectural firms that open their doors to high school interns provide opportunities for observation and hands-on experiences. These experiences usually include basic exposure in architectural or engineering drafting, production work, model making, site inspection, and client-architect interaction. Internships vary in length from 45 to 180 hours. During this time, the interns get a rudimentary introduction to the following competencies:

Competency Goals

1. The intern will observe office procedures, various phases of drawings and designs as well as architects at work on projects.

2. The intern will assist with the basics of "presentation" drawings. This includes lettering, designing, blueline printing, xerographic printing, and model building.

3. The intern will learn the basic concepts of designing.

4. The intern may develop a project in accordance with his ability and area of interest, such as a small house, a garage, a shop or single space buildings.

5. The intern may visit sites of construction and observe site inspection.

6. The intern will define words and terms which apply to various architectural activity and demonstrate his/her understanding of them when he/she discusses his/her internship with his/her teacher sponsor, community sponsor, and intern coordinator.

Vocabulary

Blue prints - Copies made from mylars on a special type of paper.

Mylars - A clear sheet of plastic material on which architects draw the buildings after drawing them on the grid paper.

Grid paper - Very large sheets of graph paper on which originals are drawn.

Barrier free designs - Making special allowances in areas such as doorways and bathrooms for handicapped people.

Plumbing, mechanical, electrical, architectural, structural - Specialized engineering portions of buildings that are included in a set of construction documents or drawings.

Title blocks - A portion of a sheet of drawings designated for titles, name of architect, name of firm, dates, and client.

S P E C S - Short term for specifications which is a written description of all materials in a building project.

M.E.P.S. - (mechanical, electrical, plumbing, and structural engineers).

C.A.D. - Computer-aided design machines that can do the work of draftspersons.

Fenestration - A term used to describe openings in a buildings exterior wall such as doors, windows, and balconies.

Topography - A description for the contours of the land or site upon which a building will be constructed.

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ART

Overview

Internships in the art fields vary widely according to the community sponsor. An internship site is chosen based on the student's interest. For example, a student interested in art exhibitions could be placed with the exhibits curator at the museum of art. Another student who is interested in music or theater arts may intern with various theater groups, the Community School of the Arts, the opera or the youth symphony. Placements with the administrative offices of the performing arts organizations such as the symphony or the opera offer students an exposure to public relations, ticket sales, fund raising, and press releases.

It is hoped that students involved in art internships are exposed to careers in the arts without necessarily being performers, producers, or directors.

Content - Scope

Internships in the arts can provide the student intern with a wide range of experiences. At the symphony the student works as an assistant to the marketing director, writes press releases, helps produce concerts, and works on advertising campaigns. At the Community School of the Arts, the intern assists teachers of art, music, and ensemble classes and helps in the office. A student working at the art museum learns how to mount exhibits. In an opera internship, the student works in the backstage production of a show and sometimes has the opportunity for participation in the show itself.

Internships range from 45 to 180 hours depending upon the student's interest and availability of the community sponsor.

Competency Goals

The following competency goals depend upon which community sponsor in the arts is involved in the internship. Competency goals vary depending on the community sponsor and emphasis of the internship according to the student's interest.

1. The student will assist in putting on productions by working in set preparation, learning wardrobe and make-up techniques, and/or participating in acting roles.

2. The student will learn about writing press releases, working with guest artists' agents, developing a file on program rates, participating in an advertising campaign, organizing receptions, and working in the box office.

3. The student will assist with the instruction of individuals or classes in art or music.

4. The student will help in the production of events with an art theme such as a springfest.

5. The student will learn techniques of presenting an art exhibit.

6. The student will learn how to install an exhibit including how to mat, frame, catalogue, and pack various paintings.

Vocabulary

Counterpoint - Rules for writing melodies.

Tonic - First note of a scale.

Negatives - Silhouettes of people cut out so the shape of the paper being cut is used.

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L M - (literature and music).

Wings - The sides of the backstage after the props are set up.

Sitzprobe - German term meaning a sit-through rehearsal involving singers and orchestra.

Spritzing - Spraying water in the air to keep the dust down on stage.

Mark - Spot where you stand on stage that is "marked".

Upstage - Towards the back of the stage away from the audience.

Downstage - That part of the stage closest to the audience.

Stage right - Right of the stage as one faces the audience.

Stage left - Left of the stage as one faces the audience.

Supernumeraries - People who act as "extras" and are paid in the form of complimentary tickets.

Banking

BANKING

Overview

Students interested in business and the field of finance and banking would enjoy exploring the wide variety of activities offered in this internship. Expanded banking services and the increasing dependence on computers will require sound management and effective quality control.

Because of the specialized nature of banking, there are many roles to explore. Among them are such areas as the corporate communications area, personnel, international banking, marketing and research. In addition, students might wish to explore the work of bank tellers, branch managers or loan, trust, and operation officers.

The content of this career interest area would appeal to students studying business, math, or economics in the curriculum.

Content - Scope

This internship exposes the student to a wide variety of departments and functions within the banking industry. These include: market research, audit, branch banking, corporate communications, revolving credit (interbank cards), management services, deposit accounting, bank real estate, Charlotte consumer marketing, international division, teller training, and general services (copy center, word processing, telecommunications, print shop, mailroom, and purchasing).

Competency Goals

1. The intern will file, type, add checks, and work with computer printouts and video tapes.

2. The intern will observe work done by tellers, customer service representatives, loan operators, and bank managers.

3. The intern should be prepared to assist personnel with the application of loans and filing current customer reports.

4. The intern will research industries for the bank and update information files on companies used by bank account officers.

Vocabulary

Interest - Price paid for the use of money or credit.

Dormant account - An account that has shown no activity, either by increase through deposits or decrease through withdrawals over a period of time.

Federal Reserve System - Central banking system of the United States.

Liabilities - Funds a bank owes; deposit funds which are assets for customers.

DDA - (Direct Deposit Account).

IRA - (Individual Retirement Account).

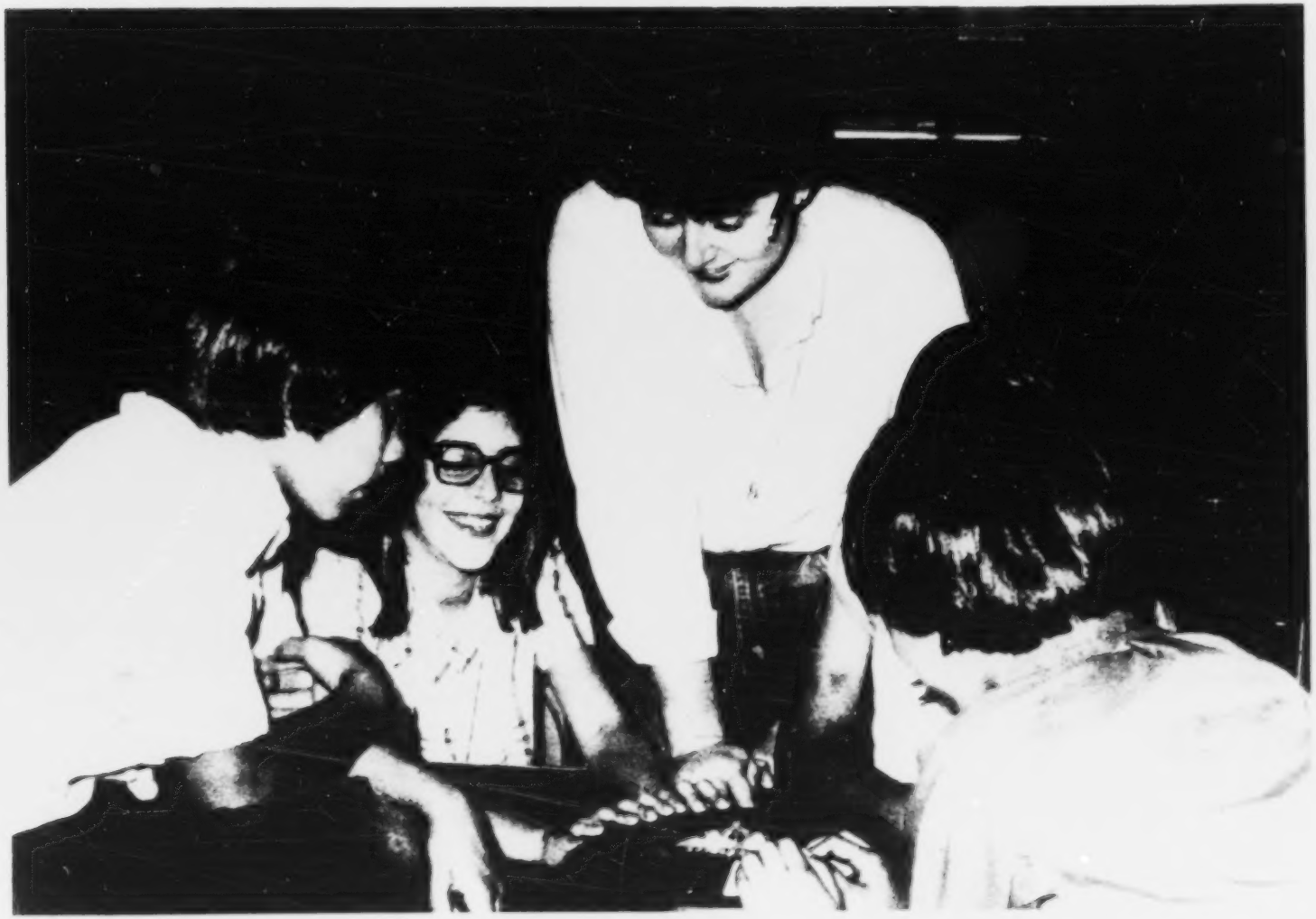
ICR - (Instant Cash Reserve) - Protection against overdraft or having to keep a minimum balance in an account.

Now Account - Checking account that pays interest and gives extras as free checks.

NSF - (Non-sufficient Funds).

Terminals - Computers that read microfilm.

Mini Bank - Terminals operated when bank card is inserted.



CHILD DEVELOPMENT

Overview

A child development internship covers, not only child care centers for children of working parents or full time students, but also includes those agencies specializing in the educational needs of the emotionally disturbed, severely handicapped, and retarded adults and children. Student interns may choose to work in educational or recreational therapy at such agencies as Alexander Children's Center; The Relatives, a crisis intervention center where interns assist regular staff and offer suggestions to new residents; United Cerebral Palsy Development Center with children two to five years of age learning physical therapy and speech therapy as well as CMS Extended Day Programs.

The ultimate goal of child development is to provide a caring, happy, and stimulating environment for each child. Experience in activities with children and an interest in counseling or education will be helpful in all these internships.

Content - Scope

Internship exposure in child development will include tutorial and enrichment programs. Interns will work with students in drama, music, arts and crafts, reading, math, science, and recreational activities such as games and swimming.

Length of commitment will be approximately 90 hours with renewal option for as much as 180 hours. Community sponsors stress that students be mature, show a genuine interest in children as well as have a high degree of dependability and responsibility.

Competency Goals

1. The intern will work with children of varying age groups nurturing and supervising their activities.

2. The intern will listen to students read, prepare and play games, decorate bulletin boards, and participate in musical activities, finger painting, and puppetry.

3. The intern will observe classroom personnel or counselors in their roles and may feed the children their meals or snacks.

4. The intern should be willing to work hard and care for the personal needs of the children.

5. The intern will be encouraged to be involved in all activities and assist the staff with the daily routine of program operation.

Vocabulary

Sign language - To use the hands as a way to communicate to the deaf and blind.

Cerebral palsy - Several disorders of the central nervous system resulting from brain damage during or before birth; causes a defective motor ability.

Handicap - To be physically disabled or mentally retarded.

Mental Retardation - A significantly subaverage general intellectual functioning, existing with deficits in acceptive behavior and manifested during development period.

Therapist - A specialist who treats disease of any physical or mental disorder by medical or physical means.

Time out - Time for the child to sit and be quiet until told by a teacher to move; a method of discipline used in child care centers that gives the child time to think about what happened.

Self concept - Mental picture of oneself.

Cooperative play - Playing together with friends.

Parallel play - When children play near each other but not together.

Solitary play - To play alone.

Staffing - A meeting with a child's counselor, therapist, and other staff every six weeks to discuss the development of the child.

Respite - A program devised to relieve parents of the tasks of taking care of their disabled child.

Spasticity - Overactive muscle response when one pulls quickly on a limb.

Hyperfunctional - Exceptionally intelligent over other classmates with the same mental or physical handicap.

Socially handicapped pupils - Children who are not working at normal grade level because of improper or insufficient instruction, physical defect, poor home, or neighborhood conditions.

Computer Services

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COMPUTER SERVICES

Overview

Academic internships in computer programming and data processing expose the student to different jobs available in computer services—programming, key punch, computer work, and operation of all facilities. The student has a look at management decisions and minor problem solving in the training sessions. An attempt is made to provide the intern with an overall view of the company.

Some companies prefer seniors with higher math courses or good math and electronics background. Basic data processing knowledge is also desirable. A programmer needs to have above average intelligence, and a logical, analytical approach to solving problems. Patience, persistence, close attention to accuracy and details, good imagination, spatial ability, and manual dexterity are needed. Keypunch and computer operators must be able to work under pressure. All students exploring this internship should be mature, responsible, and meet the necessary academic requirements by community sponsors.

Content - Scope

Computer service internships include exposure to many varied industries—for example, public utilities, computer processing services, banks, Charlotte-Mecklenburg Schools, retail grocery chains, department stores, manufacturing and development of terminals, specialized industry systems, communication systems, the science museum, and a university chemistry department.

The length of these internships extend from 45 to 180 hours. Activities interns may observe and activities of a "hands-on" nature vary from one sponsor to another. Students may operate microfiche composers and duplicators, hang tapes on large batch processors, observe console managers who control large computers, and observe library functions and procedures.

Competency Goals

1. The intern will mount tapes, catalog tapes, put paper in printers, and clean tape drives.
2. The intern will have an opportunity to develop microfilm and distribute work.
3. The intern will operate mini computers including printers, card punch devices, card reader devices, and paper tape readers.
4. The intern will observe network control center, operations, supervision, scheduling, programming, and check sorting.
5. The intern will keypunch data for the company, type, file, and observe overall data processing functions and equipment.
6. The intern will have access to an individual terminal and using computer commands will complete a program or write a manuscript.
7. The intern may observe a programmer analyst for the purpose of making software changes.

Vocabulary

Input - Data to be processed and the instructions for the computer which may be punched cards or on perforated or magnetically printed tape.

Programmers - Persons who translate information or a problem into a program which is a step-by-step set of instructions expressed in a code or computer language.

Keypunch operators - Data entry personnel who prepare input.

Console operators - Personnel who monitor and control computers to process the data or input and deliver the desired results or output. In running a program, operators follow the written instructions of the computer programmer.

Tape librarians - Personnel who classify and catalog data on punched cards, magnetic tape, or disks and maintain files of current and previous versions of programs, listings, and test data.

Scratch tapes - Tapes erased which may be reused.

Catalog - List of tapes with old data (They are pulled off the racks to be used as scratch tape.)

Software - All the programs and related methods required to record and manipulate data in a computer.

Hardware - The physical equipment or devices forming a computer and peripheral equipment.

Batch processing - A technique by which items to be processed must be coded and collected into groups prior to processing.

Downtime - The period during which a computer is malfunctioning or not operating correctly due to mechanical or electronic failure.

Debug - To diagnose and correct computer malfunctioning or mistakes in programming.

DENTISTRY

Overview

Internships in dentistry are designed to give students an overview of all areas of a dental practice. Students spend time assisting and observing patient seating, patient management, cleaning and fluoride treatments, dental x-rays, tray set-up, tray clean-up, scheduling patient recalls, root canal work, tooth extractions, fillings, and oral surgery. Interns are placed in various professional settings such as private practice, the public dental clinic, or pediatric dental practice. Many dental interns are given the opportunity to visit the School of Dentistry at UNC, Chapel Hill, N.C. to find out from the Dean of Admissions the requirements for admission to the Dental School.

Content - Scope

The dentistry internship offers the student a broad exposure to dental procedures in all phases with some assisting experiences provided when possible. The student will observe and participate in the day to day activities of a dentist including hands-on tasks such as tray set-ups, flouride treatments and x-rays, and observing activities such as oral surgery, denture preparations, and filling of cavities. Internship activities vary according to whether the placement is with a pediatric dental practice, a public dental clinic, or a regular private dental practice.

A student may intern from 45 to 180 hours depending on the student's interest and the time allowed by the community sponsor. The student should have a professed interest in the pursuit of a dental career such as a laboratory technician, hygienist, assistant, receptionist, or dentist. The student is usually a junior or senior with an interest in science.

Competency Goals

1. The student will learn about the various aspects of a dental practice by participating in an orientation to the dental clinic, observing office activities and instrumentation location, and involvement in chairside assisting.

2. The student will learn how to prepare trays, clean instruments, carry out certain dental procedures like suction, clean teeth, apply flouride, recall patients, develop x-rays, perform small errands, and file records.

3. The student will observe oral surgery, root canals, tooth fillings, tooth extractions, skull identification, amalgam and composite restorations, and orthodontic work.

4. The intern will be able to discuss various dental careers, opportunities for future employment, and education requirements with the dentist, dental hygienist, laboratory technician, or receptionist.

5. The student will visit the UNC Dental School to tour and talk with the Admissions Office regarding requirements for admission to dental school.

Vocabulary

Articulator - Artificial jaw

Silicone rubber - Type of impression material.

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Hemostat - Device used in inserting sutures.

Elevator - Device used in extracting teeth.

Bite wings - X-rays of back molars.

Panerex - X-ray machine that circles the head for overall view of the mouth.

Flouride - Strengthener for teeth.

Extractor - Plier like instrument used to remove teeth.

Carver - Used to smooth fillings.

Abcess - When disease reaches pulp.

Crown - Top and outer layer of tooth.

Dentin - Layer under crown.

Pulp - Layer containing nerves.

Root canal - Operation where nerves are removed and amalgum used.

Points - Gum substances which are used in root canal.

Denture - Operation where false teeth follow full extraction.

Sodium hypochloride - Rinsing compound.

Maxilla - Upper jaw.

Mandible - Hinge bone in skull.

Xylocaine - New drug taking place of novacaine.

Anterior - Frontal teeth.

Posterior - Back teeth.

Amalgam - Filling material.

Palate - Roof of mouth.

Rugae - Ridges in palate.

Fovea palatini - Two saliva holes in palate.

Orbicularis oris - Muscle controlling lips.

Explorer - Instrument used to find cavities, etc.

Filling - Contains silver and mercury.

Prophylaxis - Cleaning.

Occlusion - Bite.

Brackets - Small metal pieces used as a basis for braces.

Occlusal, buccal, lingual - Tooth surfaces.

Pulpotomy - Operation performed when decay reaches nerve of tooth.

Acid etch - Process used in etching the tooth surface for placement of brackets.

Bur - Small bit used with handpiece which cuts decay from teeth.

Handpiece - Tool powered by air used to "wash" cavities with the use of metal bur.

Distal - Section of the mouth which is toward the back of the mouth.

Dycal - Coating applied before filling.

Autoclave - Machine used to sterilize instruments.

Automatic processor - Machine used to develop x-rays.

Rubber dam - Used to isolate tooth.

Sodium pentothal - Used to put patient to sleep.

ENGINEERING

Overview

Internships in engineering can involve students in several areas of engineering such as mechanical, design, or electrical or the internship may provide a student with an overview of one particular kind of engineering such as a civil engineering internship.

Engineering internships take place in various kinds of corporation or businesses such as local utility companies, manufacturers of computer equipment, chemical industries, and electronic or automotive companies.

Student interns should be juniors or seniors with a preference for second semester juniors or seniors. Students should be responsible, mature, and show a definite interest in the higher math and science related courses. The student choosing an engineering internship is expected to have a desire to learn about this field. Being a self starter, inquisitive, and capable of doing recommended reading and study is helpful to the student participating in an engineering internship program.

Content - Scope

The engineering internship involves the student in many different types of engineering, or the student may concentrate on one particular area depending on what type of community sponsor is used. The student will receive an overall view of the principles of engineering by observing and/or performing hands-on tasks such as developing a computerized circuit simulation program, improving drafting skills, designing an auxiliary power supply for a spare transformer, shadowing a manufacturing engineer, performing a chemical lab analysis, or operating an IBM personal computer and the CADAM (mechanical design system).

Internships last from 45 to 180 hours depending upon the particular sponsor used. In addition to observing and performing hands-on tasks, students are involved in field trips, internships projects, and decision-making meetings.

Competency Goals

Mechanical Engineering

1. The intern will be introduced to various groups in the mechanical-nuclear division such as projects design, piping/model shop, analysis, stress supports, fossil unit, station support, and field trips.
2. The student will observe different types of mechanical engineering problems and solutions for them.
3. The student will improve drafting skills by working on various drafting assignments.
4. The intern will work in the card assembly engineering department and assist manufacturing engineers.

Electrical Engineering

1. The student will analyze the parameters of a typical sump pump control problem.
2. The student will design an electrical control circuit.
3. The intern will understand the development of all necessary documentation to translate engineering concepts into field drawings.
4. The student will write a computer program to simulate a motor operated valve circuit.

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5. The intern will observe the two dimensional reproduction of designs and layouts by computers in reprographics.

6. The student will observe the design of new advanced technology products.

7. The student will operate a computer, word processing terminal, and the CADAM (mechanical design) system.

8. The student will observe the building of a nuclear facility, computer graphing, and model making.

Civil Engineering

1. The student will be given a small design project in which he/she will originate the solution to a specific problem and convey the solution to field personnel through drawings and reports.

2. The intern will observe general engineering activities such as layouts, calculations, designs, and drafting.

3. The student will analyze stress points for a building foundation, draw a cross sectional view of an access road, or work on drawings labeling all joints, members, and indices.

Chemical Engineering

1. The student intern will observe research and development in new polymer technology.

2. The student will run plugging rates on the miniriz, varying the fluxes and melt viscosities, to evaluate and fit the best equation to the miniriz data.

3. The student will determine the various additive effects in the low mole ratio process by examining the pilot plant autoclaves.

4. The student will be exposed to some pilot plant experimental work and to a chemical lab analysis.

5. The student will preform a heat balance on a crystallizer.

6. The student will investigate the physical equilibrium content of the PET chip in wet air.

7. The intern will use the PET chip drying computer program to calculate the effects of changing certain variables.

All Engineering Areas

1. The student intern will have the opportunity to observe engineers at work.

2. The student can also observe the work of other related professionals such as the biologist, meteorologist, etc.

3. The student will participate in a field outing such as a visit to the Catawba Nuclear Station.

4. The student can observe technicians doing experiments.

5. The student intern will attend meetings, discuss the work of an engineer with engineers, interview various personnel such as managers, and learn about educational requirements and job opportunities in the engineering field.

6. The student intern will have the opportunity to improve his/her thinking processes.

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Vocabulary

Scram - Quick shutdown of a nuclear reactor.

AND gate - Electrical symbols for a circuit put into logic, two consecutive contacts become an AND gate in logic; both inputs A and B must be 1 for an output of 1.

OR gate - Electrical symbols for a circuit put into logic; two parallel contacts become an OR gate in logic; either input A or B must have power for the output to have power.

CSMP - Continuous System Modeling Program is an application oriented simulation program; used in simulating the motor operated valve circuit.

DEDBSAVE - Saves program into Design Engineering Data Base.

CRT - (cathode ray tubes) Terminals on which computer graphics are drawn.

Case-on foundation - Gives equal foundation.

Preload - Level earth for stable foundation.

Catch basins - Drainage system.

Catch ponds - Catch sludge to keep environment clean.

Tactonic structure - Fold in the rock.

QA - (quality assurance).

I & C - (instrumentation and control).

HVAC - (heating, ventilating, and air conditioning).

Cogeneration - Use of plant's steam by other industries.

Resistance - The opposition which free electrons encounter in moving through a material.

Interface - Inter-connect.

SLTB - (sliding link terminal blocks)-Wire connection and disconnection.

Connection diagram - Shows electrician how to wire a circuit.

Motor starter - Large relay used to carry a lot of current in order to start a motor.

ATC - (Area Termination Cabinet) - Interfacing points.

A.S.L. - Language used widely by I.B.M. engineers.

A.S.L. Commands:
FU - list file and give choice of usage.
FO OFF - makes printer not print in a letter sentence form.
LL - spaces of line for printer.
SCF - scroll forward.

Interfacing - The combined efforts of two engineering departments so they can get a job done.

Flang - Top and bottom beam.

Pallet - Plate or table on which controls, accessories, and pieces are placed to be processed by the robot.

Pendant - Control box for the robot that allows handheld as opposed to keyboard operation of the robot's manipulator arm.

Fashion Merchandising

FASHION MERCHANDISING

Overview

Charlotte is home for the country's third largest regional apparel market. Fashion merchandising internships introduce students to either retail department stores where they are assigned to a buyer to learn paperwork and stockwork responsibilities or to the administrative support personnel for retail store operations. Here the students observe overall operations of a buying service, and students help prepare for seasonal buying shows. Selling and merchandising is also offered in a special intensive internship at the Carolina Trade Mart several times a year. Carolina-Virginia Fashion Exhibitors, Inc. works with students both before and during their six-day Charlotte Market Weeks. Students work from the business office to help the more than 25,000 buyers and sales representatives who come to view 2,000 lines of women's and children's apparel in permanent showrooms covering 250,000 square feet.

Students interested in fashion, selling, or merchandising need to be dependable, have good communications skills, and be aware of the competitive, fast-paced nature of retailing. A buyer's job calls for good judgment, resourcefulness, and self confidence to make decisions and take risks.

Content - Scope

Merchandising internships give the students a general overview of the retail clothing industry. Students who work in various departments may coordinate clothes, file, mark prices, check invoices, and help display merchandise.

Internships are 45 hours in length. The special internship at the Carolina Trade Mart prefers students finish their 45 hours in less than two weeks with most hours being earned during the six-day market week.

Competency Goals

1. The intern will take purchase orders, call on stores, and prepare mailers.

2. The intern will be able to ticket samples and recognize national merchandise brands as well as private merchandise brands.

3. The intern will observe selection and distribution of merchandise inventory, vendor relations, advertising, and promotion of a line.

4. The intern will have the opportunity to mark merchandise and to learn the proper balance of styles, colors, and sizes. They also observe what is involved in seasonal buying.

5. The intern will make badges for the buyers, deliver mesages, help the vendors, work in a showroom, and attend fashion shows at the Carolina Trade Mart.

Vocabulary

Line - A collection of styles offered by a manufacturer or designer.

Resource - Merchant from whom a store buys or accepts merchandise; also known as a "vendor".

Market week - The week in which buyers attend fashion showings by wholesalers to view the lines for a particular season.

Ready-to-wear - Apparel which is mass produced to standard size measurements.

Designer - Person who creates original garments in the fashion industry.

National brand - Merchandise which is nationally advertised and distributed by a manufacturer.

Sleeper - A fashion overlooked by buyers or fashion editors which becomes popular without promotion and becomes a potential "hot item" with aggressive promotion.

Knock-off - Copy of an original design.

Classic - A style that maintains its popularity over a long period of time.

Buyer - Merchandising executive with the responsibility of planning, buying and selling merchandise.

GOVERNMENT

Overview

Academic internships in government provide students with varied experiences in local, state, and federal government. In local government a student may choose to work with the Charlotte-Mecklenburg Planning Commission where he is exposed to a government organization involved in guiding the growth and development of the city. Other interns may wish to work with a city council member, a county commissioner, the Mayor's office, city or county police department, or analyze data with the energy program coordinator for the city of Charlotte. Linking communciations between county government and the public is the Mecklenburg County Public Service and Information Department. Here a student may coordinate school tours provided by county government or work on publications learning photography and graphics behind the scenes.

Studying state government can mean a trip to Raleigh for interns to see government in action. Students may apply to be a legislative page for the North Carolina Senate, House of Representatives, or Governor's office for one week. Energetic, responsible, and mature young people observe the various facets of government and see how the different departments work together to run the state. Another opportunity exists for seniors interested in a career in law, government, or politics at UNCC with the North Carolina Student Legislature. At the conclusion of the 90 hour internship, students attend the five-day NCSL Annual Session in Raleigh with the college delegation to present the bills they have written and debated with legislative leaders.

On the national level students may choose internships to study the federal government with either Close-up Washington, The Washington Workshops, or A Presidential Classroom for Young Americans. Each of these citizenship education programs offer students a firsthand look at the nation's capital for a week with an unparalleled opportunity to meet with key Washington officials. Students develop a better understanding of government policy and today's most crucial issues when they explore the internships in this area.

Content - Scope

Internships in government will help young people become more informed, enlightened citizens in the future. Students may be exposed to local, state, or national government through a variety of internship opportunities. From daily contact with city or county government, law enforcement agencies, Charlotte-Mecklenburg Planning Commission to the state government complex in Raleigh or UNCC's North Carolina Student Legislature, students identify the issues and judge the scope and limits of government as it resolves problems. National government may be studied during a very intense week in Washington. Students explore how government really works as they gain an inside view of the legislative, executive, and judicial branches of government.

Good writing and research skills are important as well as an interest in politics, law, or government. Interns compiling, analyzing and researching energy data should be interested in math, science, engineering, or business. Interviews are required in all internships except for a page in state government. Each page must be recommended by a Senator, Representative, House Speaker, Lieutenant Governor, or Governor. Special approval and arrangements are necessary.

Competency Goals

1. The intern will perform legal research and write bills in order to understand the legislative process.

2. The intern will participate in public speaking and attend debate workshops.

3. The intern will learn parliamentary procedure and serve on operational committees of the college delegation.

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4. The intern will monitor city council meetings and help with background preparation of the agenda by research or reviewing written materials.

5. The intern will study various projects in the area of zoning, transportation, design and neighborhoods.

6. The intern will observe county commission and planning commission meetings and have an opportunity to talk with persons in various aspects of planning, growth, and development.

7. The intern in energy management will record building energy usage from invoices, make graphs of energy usage versus degree days, and, in general, analyze energy conservation measures.

Vocabulary

Simple resolution - A document expressing the will or opinion of one government house adopted by a vote of that body on one reading.

Bicameral - A legislature containing two houses.

Bill - A proposed law submitted for consideration by a legislator.

Constituent - A resident of an elected official's district.

Felony - A major crime.

Incumbent - The person holding an office at a given time.

Judicial Review - The authority of the courts to declare a legislative act or an executive decision unconstitutional.

Accountability - The obligation of elected officials to serve the interests of, and to be answerable to, their constituents.

Subpoena - An order to a court, grand jury, or legislative committee requiring the attendance of a person as a witness under penalty for failure to appear.

Quorum - The minimum number of members of an organization who must be present to transact business.

Moratorium - A delay of action, often with a time limitation.

Misdemeanor - A minor or lesser criminal offense.

Lobby - To try to influence the executive and legislative branches for or against an issue.

Ad Hoc - A committee set up to deal with a specific problem which disbands when the study is over.

INTERIOR DESIGN

Overview

Whether a designer working in conjunction with an architect or a decorator working in a department store or a furniture store, persons specializing in interior decorating usually prepare color sketches and detailed scaled plans of finished interiors. Their final efforts result in the creation of beautiful and suitable arrangements of furnishings and decorations inside private homes, offices, club houses, restaurants, and theaters. Interested high school students may have internship experiences in retail furniture stores, architectural firms, or with independent interior designers.

Artistic talent, good organizational and management skills, and the ability to work well with people are traits necessary for this profession.

Content - Scope

Forty-five to ninety hours of exposure in interior designing in a retail furniture store or an architectural firm give the intern the opportunity to observe and assist with the art of decorating, client-designer consultations, as well as office procedures. The work that the intern does or is exposed to may include planning and supervising the design and arrangement of building interiors, advising customers about styles and color trends, and setting up displays or models of decoration and design plans. The intern may also assist with any of the paperwork such as placing orders, figuring estimates, and maintaining records.

Competency Goals

1. The intern will learn some overall operations of the interior decorating business.
2. The intern will learn procedures concerning room layouts and design, fabric color coordination, and selection of furniture and accessories.
3. The intern will monitor client-designer consultations.
4. The intern will assist with office procedures: filing, maintaining, pricing.
5. The intern will define basic words and terminology relevant to decorating and will demonstrate his/her understanding of the terms when he/she discusses his/her internship with his/her teacher sponsor, community sponsor, and intern coordinator.
6. The intern will narrow career choices.

Vocabulary

Invoice - A list of goods sent to a purchaser; usually shows amounts, prices and shipping charges.

Layout - An arrangement plan for furniture.

Catalogs - Picture book of fabrics, wallpaper, or furniture with samples.

Grade - Quality of carpet, fabric or furniture.

Period - Refers to styles of furniture such as contemporary, modern, or French.

Inventory - Detailed list of articles (furniture, lamps, etc.); usually includes kind, style, and price.

Investment Banking

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INVESTMENT BANKING

Overview

The purpose of the investment banking internship is to give high school students an exposure to all phases of the operations end of the brokerage business including portfolio analysis, market studies, price and volume charting, statistical analysis, and market pricing. Intern placement is made in some of the leading national and regional investment banking houses.

Students applying for internships in this area should be juniors or seniors. An understanding of finance, money, or banking is helpful with an interest in a broker career.

Content - Scope

This investment banking internship gives the student an overall view of a stock broker's experiences; the operations end of a brokerage firm such as the wire room, new accounts, cashiering, bookkeeping, and sales areas; knowledge of investment banking principles; educational training necessary; and career opportunities available in the field.

The internship length varies from 45 to 180 hours depending on the individual firm. Student interns will participate in observation activities such as the actual buying and selling of stocks and bonds, brokers talking with customers about financial matters, and stock certificates being received, checked, and typed. Interns will perform hands-on tasks such as working with the computers to send stock and bond purchases to New York, making a record of closing stock prices for a radio show, or calling a bank to confirm the validity of a customer's assets when the customer is applying for a loan. Some companies may have the student intern undertake a project such as selecting a number of stocks and graphing their progress or attend a meeting about tax shelters.

Competency Goals

1. The intern will learn about the operation of an investment banking company by spending time observing and performing hands-on tasks in the various departments like the wire room, new accounts, cashiering, bookkeeping, and sales areas.

2. The intern will attend stock brokers' meetings and tax shelter sessions.

3. The intern will talk to various individuals like financial planners and account executives.

4. The intern will operate the computer in the investment banking environment locating the account names and the account executive's number and will learn how to send stock purchases to New York.

5. The intern will undertake an individual project of selecting certain stocks and making a graph of their progress.

6. The intern will post stock transactions into the stock broker's books.

Vocabulary

AMEX - (American Stock Exchange).

Assets - Everything a company owns and everything due to it.

Balance sheet - Statement of company's assets and capital.

Capital stock - All shares that represent the ownership of a business.

Equity - Ownership interest of common and preferred stock holders in a company; also excess value of securities over debit balance.

Options - An opportunity to buy or sell at a certain price.

Mutual funds - Combined funds of many shareholders invested together.

Blue chip - Used to describe a company that is known nationally and has history of paying dividends.

Proprietor - Single owner of a business.

Growth stocks - Stocks in a company that is growing rapidly.

Defensive stocks - Stocks that have been unaffected by business cycle.

Par value - Dollar assigned to common stock at time stock is issued.

Market value - The amount the stock is worth on the market; the amount a buyer will pay for the stock.

Registrar - Sees that a corporation does not have more stock outstanding than is accounted for.

Transfer agent - Supervises and certifies the transfer of stocks; records the name of each registered shareholder.

Trade - Executed order.

Commodities - Cattle, cotton, etc.; these orders receive first priority because they are continually fluctuating.

AE - (account executive) Term used for brokers.

QRQ - Method of finding out the financial picture of a firm.

Book value - Changes from year to year; is determined by deducting all liabilities from the company's tangible assets and dividing this amount by the number of outstanding shares of common stock.

Call - An option giving the buyer the right to purchase a particular security at a fixed price.

Put - An option giving the buyer the right to sell the security at a fixed price.

Cage - Where all checks are taken; where all the money and paperwork are handled.

Bear market - Long period of time, often a year or more, where general trend of security prices is down.

Blow off - Final phase of up trend ending mark up phase when prices rise very rapidly usually on high volume leading to sharp reaction.

Liquidity - Ability of the market to absorb significant increase in volume with minor price fluctuation.

Journalism

JOURNALISM

Overview

For the students interested in the field of journalism, several internships involving different career areas are available. The group internship for fifteen students meets for a two hour seminar once a week for a semester. These sessions are conducted by the editors, reporters, and managers of local newspapers, magazines, a publishing house, and a corporate communications department. The purpose of these seminars is to provide an exposure to various careers possible in the journalism field ranging from the advertising director of a large newspaper to the publisher of an ethnic newspaper.

In addition to the group internship, one-on-one internships are available in various departments of the local newspaper, the weekly publications, the local magazines, and the corporate communications office. Although not required, it is helpful if students have an interest in writing and have had an exposure to journalism by being involved with their school newspaper or annual staff.

Content - Scope

The content of the journalism internship will vary according to the community sponsor utilized in a one on one internship, the student's area of interest, or the broad coverage of the group internship. With the daily newspaper, the student will be given the opportunity to write original stories, conduct interviews, rewrite releases, operate the word processor, and learn how the newspaper operates. With a local magazine a student will participate in the business operation or assist in a subscription drive. In photojournalism students are given the opportunity to go on photography assignments, learn developing techniques, and have their work critiqued by newspaper staff photographers. The group internship provides students with an introduction to newspaper operation including advertising, circulation, layout, and design. Students will interact with editors, reporters, feature writers, and editorial cartoonists and will participate in writing assignments which will be critiqued by newspaper staff editors and reporters.

The group internship requires a participation of 40 hours. Other journalism internships range from 45 to 180 hours.

Competency Goals

Competency goals in the journalism internship vary depending on the community sponsor and the student's interest. The learning experiences of the group internship will be different from the one-on-one journalism internship.

1. The student will learn how to operate the newsroom computer for creating a story.
2. The student will be exposed to and have hands-on experience with various types of newspaper writing including features, editorial, and column articles.
3. The student will observe the daily routine of reporters, editors, photographers, and business persons involved in newspaper operation.
4. The students will have an opportunity to write stories for publication and have their ideas discussed and evaluated by newspaper staff persons.
5. Attending an editorial planning session and a daily budget meeting of department heads will enable the student to observe behind the scenes planning in the newspaper business.
6. The student will learn about the operation of the layout room, the newspaper library, the photo laboratory, and the editing process.

7. The student will learn how to set up and conduct an interview.

8. In an internship with a local magazine, the student will learn about producing a monthly publication, editing the articles, selling the advertising, and conducting a subscription campaign.

9. The student will have the opportunity to ask questions concerning the field of journalism and learn about job opportunities and educational requirements.

Vocabulary

Dateline - The location from which a story originates.

Byline - The name of the writer of a story.

Lead - The first paragraph or several sentences of a story.

PEG - The reason for which a story is written.

Kicker - The last paragraph or several sentences of a story.

Follow-up - Succeeding accounts of a news event.

Advance - To preview an upcoming event.

Promo - A group of words used to promote a story.

Sidebar - A shorter story written in relationship to a longer story.

Sig line - A reporter's name in bold type at the end of a story. Sig lines are sometimes used on shorter stories or sidebars to replace bylines.

Review - A story written by a critic after viewing a public performance.

Editorial - The voice of a newspaper; an opinionated piece that presents a stand and is usually connected to significant news events.

Refer - A synopsis that keys readers to a specific story.

Cutline - A group of words that explain a photograph.

Mug - A head and shoulders picture of a person.

Preview - A story written by a critic before a performance has been presented to the public, although it has been viewed by the critic.

Infographic - A collection of facts usually presented in tabular or chart form.

Brief - A short story, usually no longer than two to four paragraphs.

Lead story - The story that will be played the most prominently on a page; the positions of such stories may vary from day to day.

Filler - A short story used to fill small amount of space.

Laboratory Technology

LABORATORY TECHNOLOGY

Overview

Students interested in science related careers may be interested in exploring the work of clinical workers in a medical diagnostic laboratory. Under the supervision of a pathologist, such students may be exposed to the techniques of medical technologists, medical laboratory technicians, and/or medical laboratory assistants in a local hospital. Due to the nature of work done by clinical laboratory workers, interns spend the majority of their time observing and asking questions. What they see and how involved they become not only depends on the kind and volume of specimen to be tested at the time the intern is present, but also on the initiative and interest shown by the intern.

Content - Scope

During a 45 hour internship experience, students observe, have their questions answered, and engage in limited hands-on task. They are rotated through the various laboratories in the hospital. These include hematology - urinanalysis, microbiology - serology, histology - cytology, blood bank chemistry, and surgical pathology. Students also have an opportunity to do research on topics of interest.

Competency Goals

1. The intern will observe and assist – when feasible – the clinical laboratory workers as they perform laboratory tests and carry out other laboratory procedures.

2. The intern will be able to identify the three levels of personnel in a medical laboratory setting and the kinds of duties they perform.

3. The intern may learn to "type" blood and do a germ stain on bacteria.

4. The intern will be able to identify some of the kinds of tests that are performed in the various laboratories.

5. The intern will keep a list of words and terms with definitions which relate to laboratory tests, laboratory procedures, and laboratory personnel; moreover, the intern will demonstrate his/her understanding of these terms when he/she discusses his/her internship with the teacher sponsor, community sponsor, and intern coordinator.

Vocabulary

Clinical laboratory worker - Medical technologists, medical laboratory technicians, and medical laboratory assistants who perform laboratory tests on specimens taken from patients by other health professionals. These workers' level of performance depends on their educational status.

Medical technologist - Has at least four years of post-secondary training and performs complicated chemical - biological, hematological, microscopic, and bacteriological tests; may also do research, develop laboratory techniques, and teach or perform administrative duties.

Medical laboratory technician - Has two years of post-secondary training and performs tests and does laboratory procedures that require a high level of skill but not in-depth knowledge of highly trained technologists.

Medical laboratory assistant - Usually has one year of formal training and assists medical technologists and technicians in routine tests and related work.

Biochemistry - The chemical analysis of body fluids.

Blood bank technology - The laboratory work of a blood bank.

Blood bank - A place for storage of blood to be used in transfusions; the blood kept in storage.

Cytotechnology - The study of human body cells.

Hematology - The study of blood cells.

Histology - The study of human and animal tissue.

Microbiology - The study of bacteria and other microorganisms.

Law

LAW

Overview

Attorneys, whether advising clients about their legal rights and obligations or representing opposing parties in criminal and civil trials, must keep abreast of continuously changing social needs as well as changes in the legal system that regulate our social, economic, and political relationships. Therefore, lawyers have begun more and more to specialize. Most high school students thinking about studying law are not aware of the various kinds of law practices, nor are they aware of the various law related areas or careers.

The AIP provides opportunities for students to have seminars with attorneys and to monitor and have hands-on experiences relevant to law and law related occupations. These experiences may be realized through "law group" internships or "one-on-one law" internships.

High school students interested in pursuing law should do well in general academic courses. In addition, it would probably be very helpful for them to participate on debate teams, take speech courses, learn to organize and write information to present a point of view, and learn good methods of research and note taking.

Content - Scope

During a 45 hour group law internship experience, the interns will most likely explore the following kinds of law practices and law related career areas: corporate law, juvenile law, criminal law, commercial law, domestic law, civil rights and employment, federal law, law enforcement, bankruptcy, personal injury and property damage. Various attorneys from the Young Lawyers Association of Charlotte conduct seminars, engage students in role playing, have them talk with a judge, have them monitor court in session, and teach them how to look up deeds and other records. These students tour the county jail and courthouse and have their questions answered about law. The-two-hour-per-week seminars continue for a total of 30 hours. Court observations by interns total 13 hours, and an oral presentation and written paper about the internship exposure are given the time value of approximately 2 hours.

On the other hand, one-on-one law interns are exposed to most of the above activities, but they interact with fewer persons as they intern. They may have 45 to 180 hours of internship exposure. In either case—group law or one-on-one law—the interns learn a lot about the work, problems, concerns, and educational requirements of law and law related careers.

Competency Goals

1. The intern will be exposed to some concerns, methodologies, and unique cases of various attorneys. In addition, they will learn about educational requirements to become lawyers.

2. The intern will gain some knowledge about the relationship of lawyers to other law related occupations.

3. The intern will become knowledgeable about the court process.

4. The intern will learn to look up deeds and other records in the office of the Register of Deeds.

5. The intern will write a paper or keep a journal in which he/she demonstrates his knowledge of judicial terminology.

Vocabulary

Criminal Law

Defendant - The accused person in a criminal case.

Warrant - A written order, made on behalf of the State, which commands a law enforcement officer to arrest an individual, and outlines the offense which is alleged to have been committed.

Probable Cause - The standard the State must meet before it can arrest or try an individual. The State must show that a reasonably prudent individual would find that it is more probable than not that a crime has been committed and that the person arrested is guilty of that crime.

Search and Seizure - This term refers to the rights of law enforcement officials to search an individual or his property and seize any evidence they might discover.

Felony - A serious crime which can be punished by imprisonment in the State's prison system, usually for more than two years.

Misdemeanor - A less serious crime than a felony, which can be punished by a fine or by imprisonment other than in the State's prison system, usually for less than two years.

Capital Crime - A very serious offense in which the death penalty can be—though it need not be—imposed. Murder is the only capital offense in North Carolina.

District Attorney - The State's chief official in each county charged with prosecuting violations of the law.

Public Defender - The State's chief official in some counties charged with the duty to provide legal services to indigent individuals who are charged with criminal offenses in which they face imprisonment.

Commercial Litigation and Bankruptcy

Bankruptcy - Legal proceedings in which a trustee takes control of the property of one who cannot pay his debts and distributes it among the creditors of the bankrupt individual with the result being that the bankrupt individual is no longer liable on his debts.

Security Agreement - An agreement in which a creditor is given an interest in personal property of another in exchange for a loan.

The Uniform Commercial Code - A body of laws adopted by all States, except Louisiana, which govern the sale of goods, secured transactions, and other commercial relationships.

Debtor - One who owes a debt.

Creditor - A person to whom a debt is owed.

Collateral - The property in which a creditor is given an interest through a Security Agreement.

Execution Upon a Judgment - The process in which the Sheriff collects a money Judgment, which can include selling the property of the debtor.

Debtor's Exemptions - Statutory rights of the debtor which prevents the Sheriff from selling certain property to satisfy a Judgment.

Domestic Law

Alimony - Payments made by the defendant spouse to a dependent spouse for maintenance while they are separated or after a divorce.

Child Custody - The determination by the Court of which parent should have control of the children of a marriage after a divorce or separation proceeding; until the child is 18 years of age.

Child Support - Payments made by the spouse who does not have custody of the children after a separation or divorce to the one who does have custody, usually until the child is 18 years of age.

"Best Interests of the Child" - This standard is used by the Courts to determine which parent should be awarded custody of the children after a divorce or separation proceeding and includes an examination of all relevant factors.

Divorce - A legal proceeding which severs the bonds of matrimony.

Equitable Distribution - A legal proceeding which takes place at the time of divorce or shortly thereafter, in which the Court distributes the property acquired during the marriage equitably between the divorced husband and wife.

Personal Injury and Property Damage

Insurance Adjuster - An employee of an insurance company which the attorney usually deals with in settling personal injury and property damage claims.

Negligence - The omission to do something which a reasonable man would do, or the doing of something which a reasonable and prudent man would not do. (Ex.: fail to yield right of way, speeding, run a stop sign, leave a greasy floor in a restaurant, etc. Some of these may also be criminal offenses and also negligence.)

Respondeat Superior - The legal doctrine that makes an employer responsible for the negligence of his employees if during the course of the employee's employment.

"Before and After Value" - A method to determine damage to property by determining the value before the accident and the value after the accident, with the difference being the amount of damages.

Liability - Legal Responsibility - Liability is the primary issue in all personal injury actions. Unless a party is liable, they do not owe damages.

Damages - The sum of money awarded to a person injured due to the negligence of another in a personal injury or property damage action.

Judgment - The final decision of the Court which resolves the dispute and determines the rights and obligations of the parties. In a personal injury action, this includes the determination of liability and the amount of damages due the injured.

Release - A document in which an injured party agrees not to pursue any legal actions he has against the one who injured him, usually in exchange for a cash settlement.

Workers' Compensation Act - A State statute which provides for fixed awards to employees for injuries due to accidents which arise out of and in the course of their employment, which eliminates an examination of the negligence issue. The Act is administered by the North Carolina Industrial Commission.

Business Associations

Corporation - A legal entity created by or under the authority of the laws of a state, usually to transact business, whose main advantage is limited liability for the individuals involved.

Partnership - An association of two or more persons to carry on, as co-owners, a business for profit.

Limited Partnership - A partnership which has two classes of partners - general partners and limited partners. General partners have the same rights and responsibilities as any other partner in any other partnership, while limited partners, however, have no personal liability for partnership obligations.

Sole Proprietorship - A businesss which is unincorporated and owned and operated by a single individual.

Officers - In a corporation, a person charged with an important function of management, such as president, vice-president, secretary or treasurer.

Board of Directors - The governing body of a corporation, which is elected by the stockholders. The Board is empowered to elect and appoint officers of the corporation, declare dividends, and act on other major matters affecting the corporation.

Stockholder - A person who owns shares of stock, i.e., an ownership interest, in a corporation, which usually gives them the right to vote on certain important issues, to receive dividends, etc.

Real Estate

Deed - A legal document which transfers the ownership of real property from one individual to another. It must be recorded at the Mecklenburg County Register of Deeds office.

Real Property or Realty - A term used generally to refer to land or whatever is erected or growing upon or affixed to the land.

Personal Property or Personality - A term which usually designates all property that is not real estate. It is not permanently affixed to real property and is generally easy to move.

Note - A Legal document which contains an express promise to pay a definite sum of money at a definite time.

Deed of Trust - A document used to secure the repayment of a sum of money which is evidenced by a note usually, in which the title to the property is vested in a trustee, until the debt is paid off. Although different in form, a deed of trust is frequently called a mortgage.

Grantor - Trustee - Beneficiary - In a typical deed of trust transaction, a landowner receives a loan from a bank, evidenced by a note. As security for that loan, the landowner, called the grantor, gives title to the property to a trustee, and his duty is to protect the interest of the bank, also known as the beneficiary. When the debt is paid off, the trustee will cancel the deed of trust, and the landowner will then have title to the property again.

Foreclosure - If the debt is not paid in full, or the grantor breaks other promises to the bank, the trustee can take actions to protect the beneficiary. This usually means that the trustee will sell the property at a foreclosure sale, in which the beneficiary will receive the amount of the money that is owed to it, and any money left over will then go to the grantor of the deed of trust.

Restrictive covenants - Provisions in deeds or other documents which limit the use of the property. (Ex.: no houses can be built having less than 2300 square feet.)

Easement - A right of use in the property of another. (Ex.: telephone lines, power lines, cablevision, etc.)

Nursing

NURSING

Overview

High school students participating in the internship program who wish to explore nursing are usually interested in the work of a registered nurse. When students are placed in the local hospitals or nursing homes, they are assigned to a registered nurse who sees to it that the intern observes and assists in a wide variety of health care functions that aide in the rehabilitation of patients. Since registered nurses constantly interact with other medical personnel, exposure may include the work of not only registered nurses but also practical nurses, aides, orderlies, and doctors. Interns observe and assist the nurses with limited medical procedures. However, what they monitor and how involved they become not only depend on the medical problems in question at a given time but also on initiative and interest shown by the intern.

Content - Scope

During a 45 hour nursing internship, the intern is first oriented to the rules and regulations of the hospital's environment. This orientation period may differ in hospitals ranging from 2 to 12 hours. Then the intern chooses a floor or department to do his clinical. Thus, the work is with patients who require similar nursing care. For instance, some interns may be placed with nurses working with patients who have had surgery, others may be placed with pediatric nurses, geriatric nurses, or general medical nurses. This is an opportunity for nursing interns to learn about the patient-nurse-doctor relationship as well as learn how a nurse is involved in the prevention and treatment of health problems.

Competency Goals

1. The intern will observe the nurse functioning in various treatments of patients; administering medication, making rounds, changing I.V.'s, checking heartbeats, taking temperatures, and cleaning and dressing wounds.

2. The intern will assist in ambulation, answer call lights, and pass water and ice as directed by the nurse.

3. The intern will take culture and urine specimens to the laboratory, take orders to the pharmacy laboratory, and run errands.

4. The intern will watch doctors and hear explanations when doctors examine X-Ray negatives.

5. The intern may observe minor surgery on someone's finger, toe, or head. These observations may result in knowledge about general stitching procedures and skin grafts.

6. The intern will learn to comfort patients who are in pain; may read to patients and feed them.

7. The intern will engage in role play to learn some medical procedures such as lifting patients, dressing wounds, and transporting them.

8. The intern will keep a list of words and terms with definitions that relate to medicine and will demonstrate an understanding of them when he/she discusses his/her internship experiences with his/her teacher sponsor, community sponsor, and intern coordinator.

Vocabulary

(Nursing students may learn more or fewer terms and even different medical terms than those that follow.)

Abdominal prep - The procedures for making the patient's abdomen ready for surgery. The preparation includes thorough cleansing of the skin and careful shaving of the body hair in the abdominal area.

Ambulatory - Able to walk around.

Anesthetic - A drug used to produce loss of feeling in a person. An anesthetic can be given orally, rectally, by injection, or by inhalation. A person who has been given an anesthetic is anesthetized.

Antibiotic - A drug used in medical treatment that prevents a disease-causing microorganism from multiplying.

Bacteria - Sometimes called germs; a kind of microorganism. Many bacteria cause disease.

Bedpan - A pan used by patients who are in bed so that they can defecate or urinate.

Catheter - A tube inserted into a body cavity, usually to withdraw fluid.

Coma - A state of deep unconsciousness often caused by disease, injury, or drugs.

Defecate - To have a bowel movement; to excrete waste matter from the bowels.

Disinfection - The process of destroying most disease-causing organisms.

Graphic Chart - A medical record that shows a patient's TPR, intake and output, and blood pressure.

Isolation Gown - A special gown worn over a uniform when in the room of a patient with a communicable disease.

NPO - An abbreviation for a Latin term, "Nil per Os", which means nothing by mouth. A sign reading NPO is usually put at the head or foot of the patient's bed if he is not permitted to eat or drink anything by mouth.

Oral - Anything that is oral has to do with the mouth. Examples are eating and drinking.

Prone - Lying on one's stomach.

Radial Pulse - This is the pulse felt at a person's wrist.

Sitz Bath - A bath in which a person sits in a specially designed chair-tub or regular bath tub with his hips and buttocks in water.

Specimen - A sample of material taken from the patient's body. Examples are urine specimens, feces specimens, and sputum specimens.

TPR - An abbreviation for temperature, pulse, and respiration. Taking a TPR is measuring these three vital signs.

ICU - Intensive Care Unit.

IV - Intravenously.

T.T.D. - Three times day.

PHARMACY

Overview

The purpose of the internship in pharmacy is to give the student exposure in a variety of pharmaceutical environments. The student may intern in several community sponsor sites to experience being a pharmacist in both the hospital setting, a nursing home, and the independent retail operation. The student will learn that the pharmacist helps to heal people and control the use of drugs. The student will have the opportunity to learn how to read and fill prescriptions, make I.V.'s, take inventory, perform techniques of compounding, participate in poison prevention campaigns, attend a meeting of the Mecklenburg Pharmaceutical Society, and visit the School of Pharmacy at U.N.C.

Students who would like to participate in pharmacy internships should be juniors or seniors, have completed Chemistry I, and have a strong interest in science and math.

Content - Scope

The following concepts will be covered in the student intern's pharmacy internship:

Community pharmacy practice
Community pharmacy practice refers to the traditional practice of pharmacy in the 'drug store' setting. It may be described as "retail pharmacy" although the proper term is community pharmacy practice.

Institutional pharmacy practice
Institutional pharmacy practice refers to the delivery of pharmacy services in an organized health care setting such as a hospital, nursing home, etc. Previously, the term "hospital pharmacy" was used although this has very recently been broadened to incorporate other types of organizations. This term may also include pharmacy practice in health maintenance organizations (HMO) and other similar facilities.

Clinical pharmacy
The traditional practice of pharmacy involves the distribution (dispensing) of drugs, drug-related products, and devices to patients. Clinical pharmacy, in contrast, is the patient-oriented practice of pharmacy, involving the participation of the pharmacist in the actual selection of drugs to be used, determination of their dose, and monitoring of effects as well as education of patients. Clinical pharmacy is generally practiced by a pharmacist holding advanced degrees such as the Doctor of Pharmacy degree.

Therapeutics
Therapeutics is the science (and art) of correctly assessing patient disease and selecting an appropriate drug, drug dosage form (see below), and dosing regimen for a patient. Traditionally, therapeutics was approached as an art with no precise guidelines. However, particularly with the advent of clinical pharmacy, therapeutics has become a more scientific activity.

Dispensing
The act of compounding, packaging, labeling and otherwise preparing a drug product for delivery to a patient is the act of dispensing. The process may involve communication with the patient to provide information regarding the proper use and handling of the drug product. The most visable aspect of pharmacy practice very often is the dispensing of medicines to patients.

Unit dose drug distribution
In institutional pharmacy practice, a relatively new drug dispensing system is unit dose drug distribution. In this system, doses of drugs are individually packaged (in unit-of-use packaging) and remain

packaged until the actual time of administration to the patient. This is considered to be a progressive form of institutional pharmacy dispensing.

Drug dosage form
Dosage form refers to the physical characteristics of the drug product being administered to a patient. For instance, oral solid dosage forms include tablets, capsules, and pills, while oral liquids include solutions, elixirs, and syrups. Other drug dosage forms include parenteral dosages for administration into muscle (intramuscular) or directly into blood vessels (intravenously).

Drug dosage regimen
The dosage regimen used with a given drug refers to the dosage form employed, the actual dosage (quantity) administered, the frequency of administration, and the duration of therapy. For instance, if an antibiotic is given in a dose of one 500 mg capsule, every six hours for 10 days, this would be described as the dosage regimen.

Pharmacokinetics
One of the unique areas of knowledge among the pharmaceutical sciences is the science of pharmacokinetics. The term is derived from Greek words meaning drug (pharmakon) and movement (kinesis). It refers to the study of the absorption, distribution within the body, metabolism transformation, and elimination of drugs from the human body. Pharmacokinetics as a science is concerned with studying the rate at which these processes occur.

Parental therapy
Another speciality area of pharmacy practice involves the administration of drugs by parenteral (non-enteral) routes. Enteral therapy refers to the administration of drugs via the gastrointestinal system (oral dosage forms or rectal suppositories). Parenteral refers to administration of drugs by other routes and usually means intramuscular or intravenous administration.

The average internship in pharmacy is 45 hours in length.

Competency Goals

1. The student will receive a tour of the hospital and pharmacy areas.

2. The student will assist the pharmacist by counting pills, classifying drugs, reading prescriptions, and making medicine by mixing powders and cream.

3. The student will learn the procedure of a prescription from doctor's orders to the patient.

4. The student will learn how the computer records the patient's history which is used in prescribing drugs.

5. The student will learn how to make I.V.'s.

6. The student will learn the different reactions to medication.

7. The student will attend a professional meeting of pharmacists and/or visit the School of Pharmacy at U.N.C.

8. The intern will learn about inventory control of pharmaceutical supplies.

9. The intern will have direct patient contact in gathering information on patients and checking patient profiles.

Vocabulary

First line therapy - First stage of treatment.

Indigent - Person with no means to pay.

Formulary - Most effective drug for the cheapest price.

Prescription - Doctor's order to indicate what medication is needed and must be signed by a licensed doctor.

Apothecary - One who prepares and sells medicines and drugs.

Diagnosis - The conclusion reached by the doctor indicated by what the patient has.

Mortar and pestle - Mortar is the bowl; pestle is the stirrer; both are used to mix solutions.

Syrup - A sugar based liquid that carries drugs into the body.

Suspension - A liquid that carries particles of drugs which will not dissolve into the body.

Elixir - A very thin liquid with a high alcohol base which carries drugs with no particles into the body.

DEA - Drug Enforcement Administration is a federal agency that governs pharmacy practice.

DEA Number - Number assigned to each pharmacy and physician to write prescriptions for habit forming drugs.

Reconstitute - Powdered liquid.

Capsule - Form of medication that comes in solid dosage forms in which the drug substance is enclosed in either a hard or soft, soluble container or shell made from gelatin or cellulose.

Troche - Tablet that dissolves in the mouth.

Tablet - Form of medication that appears in a solid pharmaceutical dosage form containing drug substances with or without suitable diluents and prepared by compression or molding methods; dry form of drug.

Pharmacology - Study of how drugs effect the body.

Pharmacognosy - Study of plants and how they effect the body.

PHOTOGRAPHY

Overview

In this field, students are placed with photographers who specialize in a particular type of photography such as portrait, fashion, or industrial work. All of the placements have been in the area of still photography rather than motion picture photography. Students who have internships in photojournalism explore photography for newspapers and magazines and not for television news shows. Examples of placement sites include Phil Aull and PCA International, portrait photography; GVA Productions, industrial or commercial photography; and Knight Publishing Company, photojournalism.

There are no set entry requirements for persons interested in formal education or training in photography. A person may get on-the-job training as an assistant to a photographer, or he may attend art school, a junior college, or a four year university. Some knowledge of chemistry, mathematics, and physics are essential for understanding the use of various lenses, film, light sources and processes for film development. Persons interested in photojournalism often need to have good writing skills.

Content - Scope

Interns observe and have hands-on tasks with the various kinds of photographers with whom they are placed. Most students are placed with still photographers who may either be in the business of portraiture, commercial, industrial work, or photojournalism. They all get the same basic exposure which includes camera work, darkroom work, office procedures, and dealing with the public.

Internships in photography vary from 45 to 180 hours.

Competency Goals

Portraiture

1. The intern will develop an understanding of camera operations for the purpose of shooting quality portraits.

2. The intern will observe staff photographers covering assignments and will learn to assist the photographers as they work.

3. The intern will learn procedures for developing photographs.

4. The intern will gain some knowledge of how retouching and spraying are best accomplished.

5. The intern will develop methods of having persons relax and act natural while posing for portraits.

6. The intern will gain knowledge of how to best frame pictures for various occasions.

7. The intern will develop techniques for arranging portfolios and picture journals.

8. The intern will observe office organization and procedures and will assist with clerical work when feasible.

Photojournalism

1. The intern will have similar exposure as described above under portraiture in numbers 1-4 and will develop some competency in each area.

2. The intern will learn some methodology for photo layouts in newspapers and/or magazines.

3. The intern will gain knowledge of how to spot newsworthy photography.

4. The intern will learn methods of dealing with the public.

5. The intern will learn how to write captions and stories to accompany pictures he has taken.

Industrial-Commercial Photography

1. The intern will have similar exposure as described above under portraiture in numbers 1-4 and will develop some competency in each area.

2. The intern will develop techniques for arranging catalog displays and advertising methods.

3. The intern will gain knowledge of many photographic techniques that will enable him to create attractive eye-catching promotional pictures.

4. The intern will monitor client-photographer dealings and will learn methods of assisting clients with their particular needs.

5. All photography interns will have an opportunity to narrow career choices.

6. The intern will demonstrate knowledge of terminology relevant to photography.

Vocabulary

(Basic terminology for all still photography)

Spotting - Process of retouching blimishes on pictures.

Spraying - Method of sealing pictures for protection.

Enlarger - Device used to print a negative.

Developer - Liquid used to bring out the image on paper and film.

Hypo - Liquid used to preserve a print negative.

Poly contrast - Differential contrasts.

Ambient light - Natural light.

Layout - Design of the printed page.

Light meter - Method for measuring ambient light.

Flash meter - Method for measuring artificial light.

Rosco - Materiai used to diffuse light.

PHYSICAL THERAPY

Overview

Academic internships in physical therapy offer students varied experiences in the treatment and rehabilitation of persons with physical or mental disabilities or disorders. Interns may be placed in an acute orthopaedic private hospital setting, a rehabilitation hospital, a nursing home for chronically ill or elderly patients, or the physical therapy department of a large general hospital. Students may work with therapists who treat patients with a wide variety of problems or may work with a community sponsor who specializes in pediatrics, geriatrics, orthopedics, sports medicine, neurology, or cardiopulmonary diseases. Due to limitations by law the intern's level of responsibility with patients is often restricted to observation.

Interns become aware of the keen competition for entry into physical therapy programs. A strong academic background with excellent grades, especially in science are a must for the serious student. Useful high school courses are biology, chemistry, health, physics, social science, and mathematics. Qualifications for this internship exposure specify that mature high school juniors or seniors should have a sincere interest in helping people adjust to their handicaps.

Content - Scope

Using all the therapeutic arts, physical therapists give exercises designed to correct muscle ailments and deficiencies to patients. They also administer massages and perform other body manipulations to help people overcome their disabilities.

Internships involve assisting with portions of selected patient treatment and observing physical therapists and their assistants in their varied roles. Students may put together crutches, addressograph charge slips, or assist with whirlpool baths. Orientation and training in aspects of emotional problems of elderly people may be observed as well as consultations with the social worker on difficult cases.

Most community sponsors prefer only one or two interns at a time. Most physical therapy internships are 45 hours in length.

Competency Goals

1. The intern will help transport patients in wheelchairs to therapy.
2. The intern will make hot packs, ice packs, and assist therapists with stroke patients and amputees.
3. The intern will observe exercise and ambulation of patients, prosthetic training, splint making, and application of modalities of heat, cold, water, and electricity.
4. The intern may be asked to assist putting away supplies, making bulletin boards or clerical work associated with patient care.
5. The intern will interview patients and families and write case histories.

Vocabulary

Abasia - Inability to walk due to defective coordination.

Ambulation - Walking, able to walk.

Arthritis - Inflammation of joint — can be rheumatoid or osteoarthritis.

Atrophy - A wasting away or diminution in the size of cells, tissue, organ, or part.

Cyanosis - Blueness of the body due to lack of oxygen in the blood.

M.S. - (multiple sclerosis) - A chronic progressive disease of no specific pattern that causes hardening of areas in the brain and spinal cord.

M.D. - (muscular dystrophy) - Progressive atrophy of the muscles with no discoverable lesion of the spinal cord.

Prognosis - Forecast as to the course and outcome of a disease or injury.

Rehabilitation - Restoration of an ill or injured person to self-sufficiency.

Traction - Act of pulling or stretching muscles or joints.

Physician

PHYSICIAN

Overview

Some high school students interested in the medical sciences wish to work in the area of prevention, diagnosis, and treatment of human diseases, as well as disorders or injuries. Most often these students are not sure as to what kind of physician they wish to become or if they wish to become a physician at all. Will they be general practitioners? Will they specialize? Or, are there other medical careers of interest to them? To help students narrow the choices, the AIP offers medical group internships wherein students meet with various doctors and other medical personnel to hear a discussion concerning a particular medical area, to see films, discuss articles from medical journals, and have their questions answered. In addition to this internship, some students are placed on a one-on-one medical internship with pediatricians or sport medicine doctors. Here their exposure is limited to the study of one kind of medical area.

Any student interested in pursuing a career in medical science should seek to be competent in courses such as advanced mathematics, chemistry, and the biological sciences.

Content - Scope

Along with scheduled seminars to hear discussions by medical personnel such as nurse practitioners, the interns participating in the medical group meet with various physicians to gain insight about given medical areas. Among the kinds of doctors who participate are obstetricians, pediatric neurologists, plastic surgeons, cardiologists, general practitioners, ophthalmologists, and radiologists. These doctors show the students films, explain charts and graphs, instruct them in methods of identifying, preventing and treating diseases, and answer questions about medicine. The two hour per week group meetings help inspire students to read from medical journals (a part of the 45 hour internship). This usually leads to decisions about what they will study after high school.

The one-on-one medical interns get a chance to observe the problems of patients more often, but their internship is a more narrow view of medicine than is experienced by the group interns. Interning from 45 to 180 hours, one-on-one interns are exposed to the work of one doctor and his staff.

Competency Goals

Group Internship

1. The intern will become more knowledgeable about the existence of various kinds of physicians and other medical careers.

2. The intern will gain knowledge about the future of medicine.

3. The intern will read and discuss articles from medical journals.

4. The intern will increase his medical vocabulary.

5. The intern will have a greater appreciation for the treatment and prevention of diseases.

One-on-One (Pediatric Medicine)

1. The intern will learn simple office and nursing procedures and assist with these functions when feasible.

2. The intern will develop an understanding of how to weigh patients, take temperatures, collect and examine specimens and will assist with these duties when feasible.

3. The intern will observe the doctor when he is doing "well check-ups" and various other examinations and will learn some things concerning the treatment and prevention of diseases.

4. The intern will keep a list of words and terms that relate to medicine and will demonstrate an understanding of them when he discusses his internship with his teacher sponsor, community sponsor, and intern coordinator.

One-on-One (Sports Medicine)

1. The intern will learn simple physical therapy procedures and observe how the business office functions in a medical practice.

2. The intern will observe the doctor as he examines various injuries and disorders of the knee, neck, shoulder, back, and feet, and will gain an appreciation for the treatment applied.

3. The intern will observe demonstrations of ultra sound treatment, therapeutic massages, exercises, and other therapy treatments.

4. The intern will keep a list of words and terms with definitions that relate to sports medicine and will demonstrate an understanding of them when he discusses his internship with his teacher sponsor, community sponsor, and intern coordinator.

Vocabulary

(Pediatric Medicine)

OFC - (occipital frontal circumference) - Measurement of head circumference (HC); measured from back to front in centimeters.

Gross Motor Skills - Skills such as standing, sitting, walking, kicking and throwing.

Odoscope - Piece of equipment used to check the ears for complications such as infections.

Group "A" Strep - The strep which can lead to rheumatic fever if not detected or if left untreated.

Fine Motor Skills - Skills such as being able to bang two blocks together, build a tower of blocks, dumping beans from bottle, scribbling and imitating.

ASA - Symbol for children's aspirin.

Aphasia - Inability to speak due to brain disorder.

Aproxia - Inability of muscles to function properly.

CBC - (common blood count).

Outpatient - Refers to patient who has lab work or other medical work done to him in the hospital without occupying a bed in the hospital.

URI - (upper respiratory infection) - Example, common cold.

LRI - (lower respiratory infection) - Example, bronchitis.

UTI - (urinary tract infection).

T.B. test - Tine test; tuberculin test.

Urinalysis - Test the PH level of sugar.

Sports Medicine

Ultra Sound - Method of therapy on the injured spot.

Gout - Inflammation in the joint.

Scotchguard cast - Fiberglass type cast; lightweight.

Rotator cuff - Muscles in the shoulders.

Full hip - Ball and socket joint totally replaced in hip.

Scoleosis - Curvature of the spine from left to right.

EMS - (electrical muscular stimulus).

Patella - Knee cap.

RADIO - TELEVISION

Overview

Students interning in radio/television discover the total concept of a "glamour" business is in reality one of routines, formats, work pressures of deadlines, irregular hours, and beginning low salaries. Interns also discover the many satisfactions of this career—the personal contacts, creative work, and satisfaction of becoming well-known in the area their station serves. Through individual internships and in the group radio/television sessions, interns realize the keen competition for beginning jobs in broadcasting and the importance of a broad liberal arts education in college. High school courses in public speaking, drama, English courses and knowledge of currect events from social studies classes will improve chances of success.

The group internship meets once a week for two hours at seminars during the semester at various stations. WBTV is the "anchor" station for this internship with WBT AM radio, WBCY FM radio, Jefferson Productions, P.M. Magazine, and a final session with a panel of experts to answer students' questions and listen to oral presentations. Others participating in the Charlotte area are WSOC, WROQ, WTVI public television, Cablevision, WPCQ, WCCB, Garinger High School Radio/ Television Department, and a local corporation that utilizes television.

Content - Scope

The radio/television interns are exposed to a variety of things with the community sponsors. They observe how audience interest in the station and its programs is promoted through use of on-the-air spots, how the engineering department operates, how commercials are produced and edited, and how music is selected for all phases of programming. At Cablevision, technical bench repairs help interns to repair electronic equipment used in cable television system operations. Students might work in photography learning darkroom procedures and how to process motion pictures. Interns have learned general office accounting, filing, and switchboard operations. Interns have assisted in research-marketing surveys and have served as runners for the station.

Competency Goals

1. The intern will create commericals and prepare proposals for clients in sales and creative services.

2. The intern will observe "live shows" on radio or television, and see how a show is produced.

3. The intern will learn to operate cameras and lights, move sets, use the teleprompter, and answer phones during on-air games. They may inventory prizes, mail prizes to winners, and discuss the ratings that estimate a program's audience size.

4. The intern may participate in some administrative duties as in planning meetings that deal with budget, production, promotion, public affairs, and art.

5. The intern will observe editing and sound dubbing in broadcast television. He will learn the basics on how to use the studio control board.

6. The intern may arrange an evening news format or write a news story for radio or television.

7. The intern will work in the studio and on-location operating video tape recording equipment.

Vocabulary

Boom - Crane-like device suspending a microphone or camera in mid air out of viewing range.

"Coming up" - Also called "stand-by", a warning cue that production is about to go on the air.

Dolly - The movement of the camera toward or away from objects.

Dubbing - Transcribing sound from one recording medium to another.

Cue - The signal to begin.

Splice - Joining of two pieces of film or tape to form one continuous piece.

Spot - Synonym for announcement or commercial to be played (time bought by advertiser to promote his product).

Log - Breakdown of the day's broadcasting into seconds.

Cover - To get the widest shot possible with the T.V. camera.

Zoom - To make the camera's subject appear to move closer or away from the camera by moving elements in the lens.

Copy - The words of a commercial or news report.

Teleprompter - A device that rolls a script across a magnified screen and places it on the front of the camera so the talent can refer to it without losing eye contact.

Kicker - Closing that is humorous or heart warming.

Carts - Audio tapes used in production.

Emergency Medical Services

RADIOLOGY AND EMERGENCY MEDICAL SERVICES (MEDIC)

Overview

Two medical internships that are popular with students are radiology and emergency medical services (MEDIC). Each is a separate internship.

Radiology is the branch of medicine that deals with the use of radiation in the diagnosis and treatment of disease. With the use of x-rays, radiologists are able to diagnose disorders of the bones and internal organs and detect tumors and other abnormalities. Many forms of radiation are effectively used to treat cancer and other diseases. Interns observe and assist the radiologists and x-ray technicians whenever possible at Mercy Hospital, Charlotte Memorial, and Presbyterian Hospital.

Emergency Medical Services is an internship offered in the medical field that permits an intern to observe emergency vehicle operations, rescue operations and radio communications. Students assist in carrying equipment, logging in calls, and map reading the call locations in the ambulance with the emergency medical technicians.

Students interning in emergency medical services need good dexterity and physical coordination. They should be able to carry up to one hundred pounds. Good judgment under stress is vital. Courses in driver education, health, athletic training, and science prepare the interns for this career in medicine.

Content - Scope

Students interning in radiology observe and assist with the work of the radiologists and x-ray technologists. They may be rotated through all different areas of diagnostic radiology and therapy including general diagnostic, special procedures, portables, nuclear medicine, and CT scanning. They will observe routine x-raying, myelograms, discograms, arteriograms, and reading of x-rays by doctors.

Interns should be interested in a medical career and have a strong academic background in high school courses like chemistry, physics, biology, and mathematics. An intern for emergency medical services should have knowledge of first aid training and CPR.

Competency Goals

1. The intern will aid in simple patient care techniques.
2. The intern will help transport patients and assist some patients in getting ready for x-rays.
3. The intern may observe treatment of cancer patients with x-rays, and the production of radiographs of various body structures employing x-ray and radionuclides.
4. The intern will aid in equipment manipulation and darkroom procedures.
5. The intern may observe EMT's give emergency care for victim's illnesses or injuries as they ride in the ambulance on all calls.

Vocabulary

Orderly - Hospital attendant.

Myelogram - Study of spinal canal.

Ultra-sound - Soundwaves visualizing organs, tissues, and blood vessels.

Nuclear medicine - Technology where radioactive material is swallowed by the patient or injected and absorbed by the patient's internal organs. Because diseased tissues generally react differently from healthy ones when subjected to radioactive substances, the development of the disease can be diagnosed using special cameras or scanners to pick up radioactivity.

Floroscopy - Watching a patient's internal body movements on a monitor or a screen.

Barium sulphate - Solution patient drinks so the doctor can look for diseases, injuries, or defects in the patient's digestive tract.

T.F.D. - (target film distance).

Portables - X-rays taken in patient's room.

Pyleogram - X-ray of the kidney.

Radiographs - X-ray pictures.

Radiation therapy - Technology using radiation-producing machines to give therapeutic treatments—usually for treating cancer.

Discogram - Study of disks between vertebrae.

Arteriogram - Study of arteries.

E.M.T. - (emergency medical technician).

Thumper - Mechanical machine for C.P.R.

D.O.A. - (dead on arrival).

Code 3 - Airplane crash at Douglas International Airport.

Hematoma - Blow to the head (swelling filled with extravasated blood).

G.I. Bleed - Bleeding in the gastro-intestinal area.

Code 100 - Patient has cardiac arrest.

Backboard - Equipment used if back and neck injuries are involved to limit movement.

EMT paramedics - Personnel who use radio communications under the direction of a doctor and do more than the basic EMT. They use more complex equipment as the defibrillator and administer drugs orally or intravenously depending on state law.

EMT dispatchers - Personnel who receive and process calls for emergency medical assistance, and serve as a communication link between the medical facility and those who are attending emergency patients.

RESPIRATORY THERAPY

Overview

Three levels of workers compose the field of respiratory therapy: respiratory therapists, respiratory technicians, and respiratory assistants. Although therapists and technicians perform many of the same duties, therapists have a higher level of training and expertise and are therefore expected to teach and supervise. Assistants usually care for equipment and have little or no contact with patients. High school students interested in respiratory therapy should have an aptitude for health and health related courses. Moreover, they should be interested in the well being of people.

Content - Scope

During the 45 to 90 hours of internship exposure in Respiratory Therapy, a high school intern may observe all areas of the work, learn the names and uses of equipment, and assist in the areas of mobility and maintenance. The intern also participates in some training sessions. The work done by the intern may include observing or assisting with treatment ranging from "giving temporary relief to patients with asthma or emphysema to giving emergency care in cases of heart failure, stroke, bee stings, drowning, or shock." Any of these patients may require oxygen or other respiratory therapy. During training sessions "mock" cases may be set up so as to give students hands-on experience in areas in which they cannot legally assist during the times that real patients are being treated.

Competency Goals

1. The intern will gain minimum knowledge as to how the following equipment operates: bird respiratory, spirometer, mask and hand-held nebulizer, bronchodilator and pflex.

2. The intern will observe pulmonary function tests and learn some things about lung capacity, tidal capacity, and vital capacity in patients.

3. The intern will become knowledgeable as to how therapists analyze oxygen to make sure that patients are getting proper amounts.

4. The intern will learn to differentiate between two kinds of ventilators—controlled and assisted—and will observe how these are used with patients.

5. The intern will learn to measure amounts of saline which is put into nebulizers.

6. The intern will learn how to clean and store equipment.

7. The intern will keep a list of words and terminology which apply to the work of respiratory therapy and will demonstrate knowledge of them when he/she discusses his/her internship with teacher and community sponsors and his/her intern coordinator.

Vocabulary

Tital volume - Refers to amounts of air inhaled or exhaled during normal respiration.

Vital capacity - The volume of air that can be forcefully exhaled by a patient during maximum inspiration.

Total lung capacity - Volume of air in the lungs following a maximum inspiration.

Bronchodilator - A medication that helps to relax the bronchial muscles of a patient who has asthma or emphysema.

Controlled ventilation - A mode of ventilatory assistance in which the ventilator delivers a set rate and volume of air to a patient, independent of effort on the part of the patient.

Assisted ventilator - A mode of ventilation in which the ventilator cycles in response to a patient's effort.

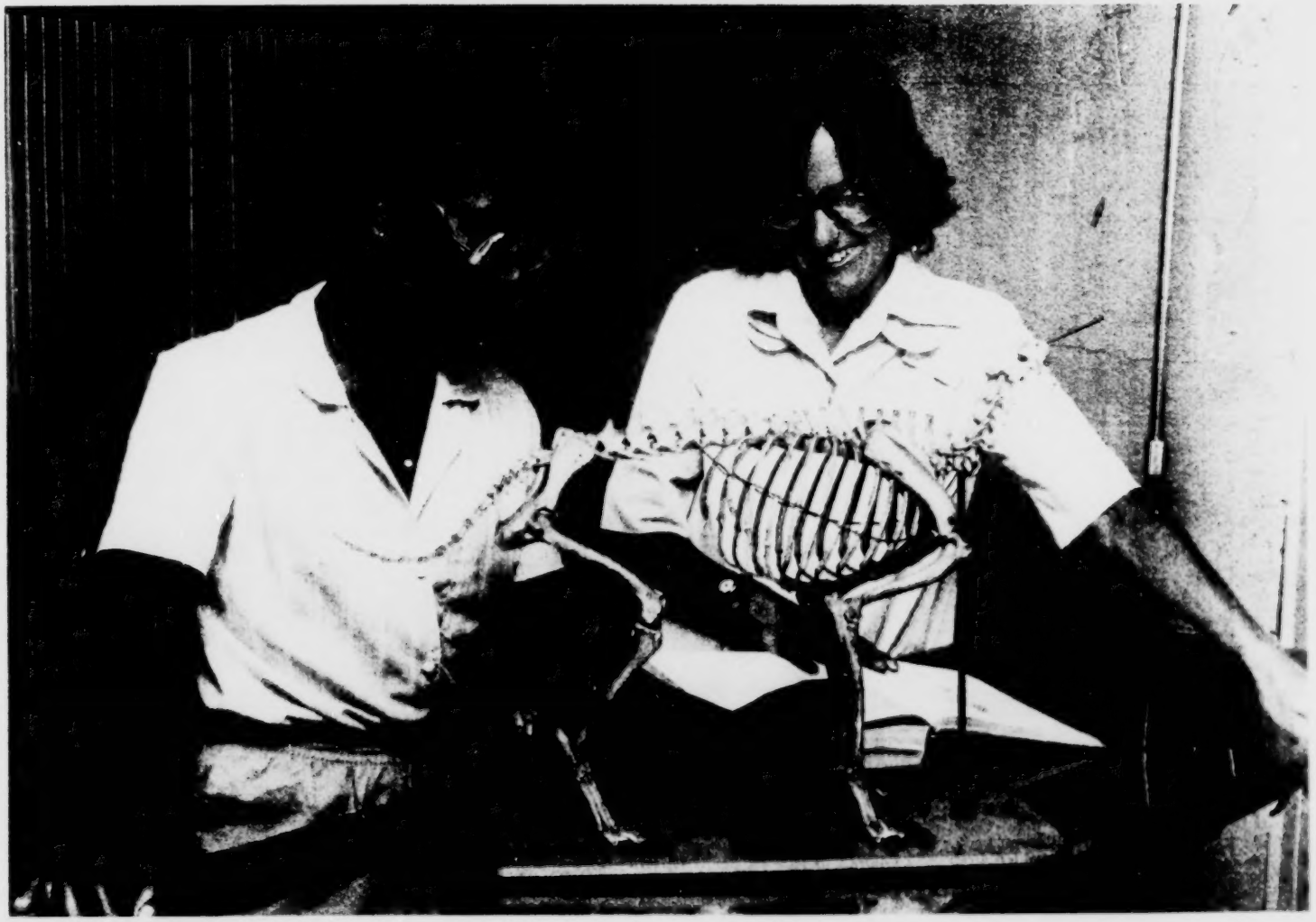
Bird Respirator - A machine used with a mouth piece or mask to inflate a patient's lungs.

Hand-Held Nebulizer - Used in the form of masks to help patients inhale medications.

Blood gases - A test used to determine the effectiveness of a patient's ability to ventilate his lungs of oxygen into blood; determining the amount of oxygen in blood.

IPPB - (intermittent positive pressure breathing) - A treatment modality that helps to remove secretion from the patient's lungs by intermittently inflating the lungs with mixtures of oxygen and air.

Pfex - A trade name for a device used to strengthen respiratory muscles.



Veterinary Medicine

VETERINARY MEDICINE

Overview

Veterinary training could include exposure to the work of government meat inspectors; scientists investigating the mysteries of diseases; or persons specialized in the health and breeding of cattle, poultry, sheep, swine, or horses—all of whom may be veterinarians. However, students who explore veterinary medicine through the AIP, work with veterinary doctors who treat and control animal diseases and injuries of small and/or large animals exclusively.

More than twenty veterinary doctors in the Charlotte-Mecklenburg area work regularly with high school interns allowing them to observe and have hands-on experiences. Students interested in pursuing a career in veterinary medicine should do well in science courses.

Content - Scope

During 45 to 180 hours of internship experience, students are exposed to the daily routine of a veterinary clinic or hospital. They may observe and/or assist with examinations, administering of medicine, surgery as well as office procedures and maintenance.

Competency Goals

1. The intern will observe major and minor surgery and will assist the doctor with some tasks during examinations and during the administering of medicine.

2. The intern will learn methods of taking temperatures, will admit and discharge animals, and will learn how to properly restrain animals.

3. The intern will assist with and learn office maintenance and management procedures.

4. The intern will observe the work of radiology and laboratory technicians.

5. The intern may learn how to make laboratory specimen tests and how to identify some parasites with the use of microscopes and x-ray pictures.

6. The intern will learn how heart worm checks are made.

7. The intern will keep a list of basic words and terminology with definitions which relate to veterinary medicine and will demonstrate his/her understanding of the terms when he/she discusses his/her internship with his teacher sponsor, community sponsor, and intern coordinator.

Vocabulary

Neuter - To surgically remove testicles of male dogs, tom cats or any male animal.

Spay - To surgically remove ovaries of female animals, (dogs, cats, or other animals); to sterilize.

Distemper - A infectious virus or disease of young dogs.

DHLP Vaccine - Vaccine to protect against distemper, hepatitis, leptospirosis, and bronchitis.

Leptospirosis - An often fatal disease of livestock, dogs and rats that can be transmitted to man; caused by a spirochete and takes the form of a fever and infectious jaundice; usually transmitted as a result of contact with the excretions of infected animals.

Spirochete - Any of the large group of slender spiral, very flexible and active microorganisms that are usually classed as bacteria.

Hepatitis - A virus disease transmissible to man. Symptoms: inflammation of the liver accompanying various diseases such as infectious hepatitis, characterized by jaundice. Severe forms of leptospirosis usually produce a type of infectious hepatitis.

Jaundice - An unhealthy body condition caused by an excess of bile pigments in the blood. It affects hair, skin, and eyes. It is a symptom of some diseases and ailments such as hepatitis.

Rabies - Virus disease transmissible to man.

Heartworms - Parasites living within the heart and transmitted by mosquito bites. Cats and humans are among animals that do not get heartworms.

Parvo - Intestinal disease that inflames the intestinal tract causing diarrhea, vomiting, and sometimes death; occurs most often in puppies and is transmitted from one dog to another.

Parvo vaccine - An injection to prevent parvo disease.

Fecal check - The testing of feces for round, hook whip, and tape worms.

Fecal sol - Flotation solution used in fecal checks.

Intravenous (I.V.) - A method using a needle and bottle solution to transmit needed medicine into the bloodstream.

APPENDIX

On the following pages are examples of how various community sponsors have scheduled their student interns.

FIRST COMPUTER SERVICES, INC.

STUDENT ACADEMIC INTERNSHIP

January 28	15:30 - 16:30	Orientation of Computer Operations John Aldridge, Operation Manager
	16:30 - 18:30	Orientation of Computer Room Shift Manager
January 31	15:30 - 16:30	Receipt & Dispatch/Microfilm Ed Ford, Manager
	16:30 - 18:30	Receipt & Dispatch Shift Manager
February 4	15:30 - 16:30	Tape Library Ed Ford, Manager
	16:30 - 18:30	Application Processing/Tape Pool Shift Manager
February 7	15:30 - 18:30	Application Processing/Tape Pool Shift Manager
February 11	15:30 - 18:30	Printer Operations Shift Manager
February 14	15:30 - 18:30	Microfilm Processing Shift Manager
February 18	15:30 - 18:30	Computer Scheduling Shift Scheduler
February 21	15:30 - 16:30	Systems Development Joe Shampine, Department Manager
	16:30 - 18:30	Application Processing/Tape Pool Shift Manager
February 25	15:30 - 18:30	Network Operations Tom Henderson
February 28	15:30 - 18:30	Printer Operations Shift Manager
March 3	15:30 - 16:30	Item Processing Charlie Welch, Manager
	16:30 - 18:30	Check Sorting Operation Item Processing Supervisor
March 6	15:30 - 18:30	Application Processing/Tape Pool Shift Manager
March 10	15:30 - 18:30	Computer Scheduling Shift Scheduler
March 13	15:30 - 16:30	Data Processing (Discussion) John Aldridge, Operations Manager Skip Klapheke, Division Manager
	16:30 - 18:30	Computer Room Overview Shift Manager

Charlotte Memorial Hospital
Laboratory Technology
High School Student Intern Schedule

Cathey ..... Mondays & Thursdays, 14:15 to 17:15

Joni ..... Mondays & Wednesdays, 13:00 to 16:00

First week starting Nov. 5
- Cathey ..... hematology
- Joni ..... blood bank

Second week starting Nov. 12
- Cathey ..... blood bank
- Joni ..... microbiology

Third week starting Nov. 19
- Cathey ..... microbiology
- Joni ..... chemistry

Fourth week starting Nov. 26
- Cathey ..... chemistry
- Joni ..... histology-cytology

Fifth week starting Dec. 3
- Cathey ..... histology-cytology
- Joni ..... hematology

Sixth week starting Dec. 10
- both ..... miscellaneous & elective

Seventh week starting Dec. 17
- both ..... elective

Duke Power Company
Mechanical Engineering
High School Internship Program
Schedule

SESSION 1		SESSION 2	
ntroduction R & D, Facilities Marshall Weaver	1-10		
ystems Bob Misenheimer	1-14	Projects Design Piping/Model Shop Terry R. Demmery	1-16
Equipment Gene Edwards	1-24	Field Trip McGuire Gene Edwards	1-25
roject Design nstrumentation/Materials ave Waugh; Larry Coggins	1-30	Analysis Stress/Supports Phil Croft	1-28
tation Services eff Richardson	2-12	Station Support Ferman Wardell Ace Summerlin	2-13
team Production on Gabriel	2-19	Field Trip Fossil Unit Stan Holland	2-19
roject Engineer lilton Hopkins	2-26	Field Trip Catawba Construction Milton Hopkins	2-26

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LAW ENFORCEMENT

MEMORANDUM

TO: ALL COMMAND PERSONNEL

FROM: ASSISTANT CHIEF D. G. LUTRICK

SUBJECT: ACADEMIC INTERNSHIP PROGRAM

We have elected to become a sponsor for an intern from Myers Park High School. This entails the placement of a student in the department from November 5, through December 1, to provide an opportunity for the student to explore career interest and establish positive relationships between the student, the school, and the community.

The intern we will sponsor is Andy Berry, a senior at Myers Park. Listed below is his schedule of assignments; if there are any conflicts, please let this office know. All assignments should be made as interesting as possible.

MONDAY **Nov. 5**	**TUESDAY** **Nov. 6**	**WEDNESDAY** **Nov. 7**
09:00-Orientation, Personnel & Training 10:30-Planning & Research 12:00-Lunch 13:00-C.I.D. 15:00-End of training	09:00-Communications Section 12:00-Lunch 13:00-Communications 15:00-End of Training	09:00-Crime Prevention 11:00-School Resource Program 12:00-Lunch 13:00-School Resource Program 15:00-End of training

SATURDAY **Nov. 10***	**SATURDAY** **Nov. 17***	**SATURDAY** **Nov. 24***	**SATURDAY** **Dec. 1***
15:00-Uniform Patrol Supervisor 19:00-End of training	15:00-Communications Section 19:00-End of training	15:00-Lakes Enforcement 19:00-End of training	15:00-Uniform Patrol Supervisor 19:00-End of training

*Hours on these dates can be changed if necessary.

DGL:kh

TELEVISION

WBTV
HIGH SCHOOL STUDENT INTERN PROGRAM

DAY 1	DATE 1/14	
	4 to 5 pm	ORIENTATION
	5 to 6 pm	INTRODUCTION TO EVENING STAFF
	6 to 7 pm	OBSERVE LIVE NEWS SHOW
DAY 2	DATE 1/15	
	4 to 5	INTRODUCTION TO TV PRODUCTION
	5 to 6	STUDIO 1-ASSIST PRODUCTION STAFF
	6 to 7	OBSERVE LIVE NEWS SHOW
DAY 3	DATE 1/21	
	3 to 4	INTRODUCTION TO GRAPHICS
	4 to 6	ASSIST PRODUCTION STAFF
DAY 4	DATE 1/22	
	4 to 5	INTRODUCTION TO SALES
	5 to 7	STUDIO 1
DAY 5	DATE 1/28	
	3 to 4	INTRODUCTION TO ENGINEERING
	4 to 6	STUDIO 1
DAY 6	DATE 1/29	
	4 to 4:30	INTRODUCTION TO PROGRAMMING
	4:30 to 5	INTRODUCTION TO PROMOTION
	5 to 7	STUDIO 1
DAY 7	DATE 2/4	
	3 to 6	INTRODUCTION TO STUDIO CAMERA AND PORTABLE VIDEO CAMERA
DAY 8	DATE 2/5	
	8:30 to 12:30	CTU 1
	12:30 to 1:30	INTRODUCTION TO NEWS
	1:30 to return	VISIT TALL TOWER
DAY 9	DATE 2/11	
	3 to 6	INTRODUCTION TO NEWS PHOTOGRAPHY
DAY 10	DATE 2/12	
	4 to 4:30	INTRODUCTION TO DATA SERVICES
	4:30 to 5	INTRODUCTION TO EXTRAVISION
	5 to 7	STUDIO 1
DAY 11	DATE 2/18	
	3 to 4	INTRODUCTION TO PRODUCING
	4 to 6	STUDIO 1

DAY 12	DATE 2/19	
	4 to 5	INTRODUCTION TO DIRECTING
	5 to 7	STUDIO 1
DAY 13	DATE 2/25	
	3 to 4	INTRODUCTION TO VIDEO EDITING
	4 to 6	STUDIO 1
DAY 14	DATE 2/26	
	4 to 7	EVALUATION AND CONCLUSION

Presbyterian Hospital School of Nursing
Orientation Schedule
Academic Internship Program

OBJECTIVES

- Observe and/or participate in activities in a department of the hospital in which the student has shown interest.
- Gain some knowledge of hospital routines, procedures, and use of equipment.
- Observe interpersonal relationships between staff, patients, and visitors.

Thursday, April 21

I. Meet in Presbyterian Hospital lobby at 3:00 p.m. sharp!

II. Lab orientation - Pat Hall

III. "More In Your Favor" - Videotape

IV. "Getting to Know You" - A group project

V. Guidelines for interns during affiliation
   A. Policies & regulations affecting students
   B. Emergency & safety codes

VI. Ethics and the hospital

VII. "A Gift from Mrs. Timms" - Videotape

VIII. Medical Terminology

Friday, April 22

I. Meet in Classroom #5 at 3:00 p.m. sharp!

II. "This is Presbyterian" - Slide Presentation

III. Meet Mr. Bullard

IV. Tour of Presbyterian Hospital

V. Clinical areas open to students
   A. 4-A (General Medical Unit) - Adults
   B. (Pediatrics) - children and adolescents
   C. 6-C (Maternity Unit) - Adults
   D. 7-C (Cancer Unit) - Adults

VI. "Viewpoint - The Dying Patient" - Filmstrip

Saturday, April 23

I. Meet in Classroom #6 at 9:00 a.m.

II. Review of the guidelines

III. Quiz on PH policies and intern responsibilities

IV. "Mister You Made a Big Mistake In My Bill" - Videotape

V. "Finding My Way Around PH" - A practice round

VI. Lunch

VII. "Lifting, Moving, and Transporting Patients"
A. "Prognosis Safety" - 16mm film
B. Transporting Patients by Wheelchair and Stretcher
C. Infection Control

VIII. "Dimensions" - Movie

IX. Scheduling clinical experiences

Each intern will schedule a 20 and 40 hour evaluation with me.
Have all **journals up-to-date**!

Final evaluation
Date: May 30
Last clinical date: May 28
Schedule a 20 hour evaluation: Week of May 9-13
All evaluations will be held in **my** office!

Clinical Areas
Presbyterian Hospital
Academic Internship Program

Interns may work on the following units:

4A General Medical Unit-Adults

Thursday, Friday, Saturday

2A Pediatrics-Children/Adolescents

Monday, Tuesday, Saturday

6D Gynological and/or Maternity Unit-Women

Open to female internship students only

Monday-Saturday

7C Cancer Unit

Monday-Saturday

For scheduling purposes, you may work from 4-8 p.m. during the weekdays and Saturday mornings from 8 a.m. - 1 p.m.

You may choose only one area for your clinical. This will help our staff see and get to know one familiar face, instead of you only working a couple of hours on each unit.

You need to work out your schedule so that you can be on that unit the same time and same days each week.

You will need to purchase a lab jacket or lab coat.

GT/STW Symposium Project

Academic Internship Program

I. Type of Program

A. Overview

The Academic Internship Program (AIP) which began in 1975 operates in all 14 Charlotte-Mecklenburg high schools. The program provides students the opportunity to explore areas of career or academic interests through internships in the community. More than 400 community sponsors are involved each year in placing over 500 students with government and civic agencies, businesses, industries, or individuals. The internship coordinators recruit appropriate community sponsors according to the area of interest expressed by students. In the internship program, each student is supported by a teacher sponsor, his community sponsor, and the internship coordinator. All three persons help the student to plan worthwhile objectives and learning activities to be accomplished during the internship. Each student keeps a journal. The journal and an evaluation from the community sponsor are given to the teacher sponsor for determining the final grade and credit. In order to be eligible for the grade of "A", each intern is required to complete a project related to the internship. (See AIP Intern Handbook for evaluation forms and journal format.)

Students spend an average of six hours each week for a minimum of 45 hours. Students are not paid but receive academic credit. Internships are done after school usually two afternoons a week. Students provide their own transportation. Any high school student (sophomores must wait until second semester) is eligible to participate in the program. About 95% of the interns continue their education in college. Most internships are done on a one-on-one basis. However, group internships are held in law, medicine, radio/television, journalism and engineering, in addition to one-on-one internships in these areas.

One of the keys to the development of this program has been the enthusiasm of the students for this kind of learning experience and the positive response shown by those agencies, organizations, businesses, and individuals in the community who have agreed to sponsor high school students on internships. A key to the AIP's sustainability has been the advisory board. This group is composed of volunteers representing various segments of the community such as businesses, nonprofit organizations, parents, and educators and is invaluable in pointing out the community's resources and serving as an advocate for the program. The AIP advisory board has served as a "rescue line" at critical times of budget cutting or changing superintendents. (See Appendix A.)

B. Vision

The AIP is based on David Kolb's theory that in experiential education we learn how to transform experience into knowledge. Our moves, emotions, thoughts, and words involve a network of interconnections. To achieve learning that lasts, the internship program seeks to connect new learning with this network. In this respect, the internship experience brings to life and adds new meaning to what students are learning in the classroom.

It is essential that the internship experience is carefully designed to:

- Provide opportunity for the student to grow intellectually and morally.
- Result in conditions leading to further growth such as arousing curiosity and strengthening initiative, desire, and purpose.

The responsibility of the intern coordinator requires:

- Knowledge of the student.
- Understanding of the types of experience that could help the student learn.
- Ability to anticipate and respond to the particular situations that develop as the internship unfolds.

The Academic Internship Program is designed to meet the following principles of good practice:

- Planning to insure the student, the community and teacher sponsors and the internship coordinator have input into the learning goals and objectives.
- Expectations and responsibilities of the student, teacher and community sponsors are clarified.
- Orientation, training, and mentoring are provided.
- Monitoring, assessment, and reflection are part of the ongoing process, not saved for the end.

As we move from an industrial to a knowledge-based society, it is more important than ever that our students are exposed to real life problem solving. In the Academic Internship Program, students have the opportunity to apply higher thinking abilities to a constantly changing workplace.

C. Goals

- To provide opportunities for high school students to explore areas of academic or career interests through the development of internship programs within local government and civic agencies and organizations, businesses, industries, and individuals.
- To integrate course content with learning in real life situations.
- To establish positive relationships between the internship program and the school and the community.

Objectives the internship program seeks to help students accomplish are:

- To develop good work habits.
- To encourage personal growth.
- To strengthen communication skills.
- To be able to think critically and independently.
- To become more aware of the community's vast resources and the world of work.

II. Talent Development

The Academic Internship Program allows students the fullest development of talent in their particular placement. Community sponsors serve as mentors and help students to determine their areas of interest. The sponsor s also encourage students to develop their leadership potential by assuming responsibilities that ordinarily would be reserved for employees. It is not unusual for students to attend strategic planning meetings and to develop a plan of action for a particular area. Students are required to develop skills in organization, time management and public speaking. Many students recognize areas of personal strength that were unknown to them before the internship experience.

III. Partnerships

The placements in the Academic Internship Program lend themselves to a broad range of real-world learning experiences. Whether the community sponsors are industry giants such as IBM and First Union or a small accounting firm, these organizations have the resources necessary to insure the success of school-to-work for the gifted student. Partnerships also include area colleges and universities as well as corporate research laboratories. Through the science research internships students have been able to prove hypotheses as they have performed research projects in the medical laboratories of Carolinas Medical Center, the environmental laboratories of Duke Energy, or UNCC's Cameron Applied Research Center. (See Appendix A-1.)

Equally challenging have been student internships in non-science related placements. For example, a student interning with the Mayor's International Cabinet collected data from local car leasing agencies to identify the barriers that prevented foreigners without a local driver's license from renting cars. She wrote a paper summarizing her findings which she orally presented to the Mayor's International Cabinet of 60 members. (See Appendix B, B-1, B-2, B-3.) Her project has resulted in the Mayor working with national agencies to remove these barriers. All these rental agencies have responded to the Mayor's request and have taken steps to prevent further discrepancies in renting cars to non-US citizens.

These institutions have opened the doors of experiences that have in the past been reserved for college interns. The networking possibilities with various community sponsors continue to expand for future learning opportunities.

In the AIP, it is very easy for the internship to include "all aspects of an industry".

- A student interning at a local TV station will be rotated through TV production, graphics, sales, engineering, camera operation, news, photography, promotions, data services, directing, editing, and live newscasts. (See Appendix C.)
- A law enforcement internship will include topics on laws, juvenile crimes, gangs, responsibilities of wearing a badge, benefits of being a law enforcement officer, computer technology, report writing, defensive tactics, weapons awareness, group initiatives, traffic stops, crime scene, problem solving, firearms training, and philosophy and history of the Charlotte-Mecklenburg Police Department. (See Appendix D.)
- Journalism internships expose students to topics that include reporting, editing, feature writing, editorial writing and cartoons, photo-journalism, graphics and art, alternative and traditional newspapers, free lance and public relations writing, civic and broadcast journalism. (See Appendix E.)
- The Engineering Group Internship provides an introduction to many different kinds of engineering, i.e. electrical, mechanical, civil, chemical, environmental, computer, and forensic. (See Appendix F.)
- The Law Group Internships provide seminars for students to learn about product liability litigation, criminal and prosecution law, civil rights, corporate, international, juvenile, patent, domestic, sports and entertainment law, and the career areas of paralegal and private investigator, as well as the role of the judiciary. Students spend 13 hours in courtroom observation in addition to these seminars. (See Appendix G.)
- In the Medical Group Internship, students meet with physicians in many different areas including family practice, orthopedic and sports medicine, radiology, surgery, pediatrics, gynecology and obstetrics, ophthalmology, public health, psychiatry, and medical technology. (See Appendix H.)
- The journal and project (see Appendix I) completed by the IBM intern reveals the skills and new knowledge he learned setting up networks of computers installing both hardware and software.
- Another student's project at IBM focused on acronyms and how impossible it is to understand an industry if you do not know the lingo. (See Appendix J.)
- An intern in the hospital's emergency room learned she could handle situations involving pain, death, and the miracle of life. Her internship involved working with patients who had various suture procedures, strep throat, fractures, cardiac arrest, ultra sound, heart catheterization, and auto accidents. She also spent time in medical records. (See Appendix K.)
- At the Mint Museum of Art, a student interned with the education department designing African masks and painting pots for an archaeology study, making game boards and headdresses for student projects, assisting with the museum's Latin American Festival, attending staff meetings, and working with a "Learning to Look" project. (See Appendix L.)
- A student with an architecture firm who had not taken drafting, learned to read and understand blue prints, designed an entrance and elevator lobby for a medical office building, learned to use AutoCad to design an office renovation for a hospital, and

visited a site to understand code regulations. This student discussed with his community sponsor architectural styles and philosophies, other careers related to architecture, and visited the university's school of architecture. His project, the hospital office renovation design, was actually used by his firm. (See Appendix M.)

IV. Connecting Activities

The use of teacher sponsors completes the connection of the internship experience to the school site. Teacher sponsors help determine the student intern's goals and objectives, monitor the student's internship journal, and assist in planning the internship project. Teacher sponsors are encouraged to visit the students while they are interning. Many teacher sponsors allow the intern to make presentations in their classes as well as in other curriculum areas that share competencies and objectives. This sharing not only enriches students in the class and the teacher, but also inspires other students to seek internships.

Other connecting activities include:

- When the AIP coordinator is not on campus, there is an on-site liaison for each school to assist students, teachers, administrators, or parents who may have questions.
- The AIP Advisory Board has helped the internship coordinators host training opportunities for both community sponsors and teacher sponsors to orient them to the program's goals and objectives and their responsibilities to help meet them. These sessions have been done at luncheons, open houses, and the Advisory Board meetings. (See Appendix N for example of information covered at a training session.)
- Many student interns receive part time or summer work opportunities as a result of their internship. Some interns have been employed permanently as a result of their internship experience and further education.
- Interns receive advice from their community and teacher sponsors and their internship coordinator regarding the type of education necessary to work in a particular industry. This advice may encompass secondary and post secondary planning.
- The School-to-Work Opportunities Act and the national trend of schools and communities working together to make education more relevant and connected to the world of work has helped to integrate school-based and work-based learning.
- In North Carolina, school reform has been the focus of many groups including the Governor's Commission on Workforce Preparedness and the Charlotte Chamber of Commerce's Education Council. These groups along with various businesses sponsor the College and Career Expo each year. (See Appendix O.)

V. Integrated Curriculum

The AIP integrates curriculum with real world problem solving in the following ways:

- The internship program provides students the opportunity to apply existing skills and knowledge to real world situations and in the process moves the student to a higher level of learning where academic skills are enhanced.
- The student intern chooses his teacher sponsor in the academic field that most closely relates to the internship area.
- The internship complements the student's school studies by offering a practical application of problem solving skills, utilizing state of the art technology. For example, a student interning in an architect's office will learn to use AutoCad, a computerized design system, instead of drawing his project by hand as he does in his drafting or art class. A student learning about stocks and bonds in social studies will see this come to life interning in investment banking at Merrill Lynch.
- In Charlotte-Mecklenburg schools, students are required to complete a Senior Exit Project before graduating. Often, the student uses his internship as the basis of this project. (See Appendix P.)
- Part of a student's assessment is his portfolio which includes his internship credit.
- A student's presentation to his class about his internship experience is a means of integrating this real world experience with the curriculum. This presentation may include slides, a video, or sponsor from the internship.

VI. Classroom Supports

- Teachers will often encourage students to participate in the AIP because they feel students will benefit from the action-learning style exemplified in the program.
- Each teacher sponsor is notified as soon as his student is placed on an internship. (See Appendix R.)
- Charlotte-Mecklenburg Schools is presently making an opportunity for educators to learn about the changing world of work through a summer internship program. (See Appendix Q.)"Making Connection" has been made possible by a grant from CIBA, Specialty Chemicals Education Foundation and the Charlotte-Mecklenburg School-to-Career Foundation. The 14 day experience will allow educators the opportunity to develop meaningful ways to integrate their experience into the curriculum. Each teacher intern will be required to present a portfolio which will include a daily journal of experiences, lesson plans, and at least five job profiles. This information will be shared with other teachers and students.

VII. Parent Involvement

- Each student in the AIP must have their internship application signed by a parent giving permission for the student to participate in the program and pledging to provide encouragement, reinforcement, and assistance with transportation. (See Appendix S.)

- The internship program maintains close contact with a student's parents or guardian. As soon as the student is placed, the parent is sent a letter and a copy of the student commitment. Information is provided regarding when and where the student will begin and the internship schedule. (See Appendix T.)
- The internship coordinator frequently talks by phone with parents. Sometimes a parent calls to find out how his child can become involved in the program. Other times, the coordinator calls the parent to talk about the student's progress or any problem that may have occurred.
- Parents serve on the AIP Advisory Board.
- Articles are written about the internship program for individual school and PTSA newsletters. (See Appendix U.)

VIII Innovative Approaches

- In Charlotte Mecklenburg's fourteen high schools, there is flexibility at the school level, to determine the type of class scheduling, i.e. block or traditional.
- The college experience program at Central Piedmont Community College (CPCC) provide high school seniors a head start on a college education, advanced vocational preparation, and personal enrichment opportunities. (See Appendix V.)
- College Tech Prep focuses on completing four units in a career cluster along with the required courses. Students can take certain courses in Tech Prep and receive college credit at the same time. (See Appendix W.)
- A task force of educators and community leaders are currently reviewing high school graduation requirements in order that our schools may be more on the cutting edge of work place realities.
- Currently, our school board is receiving information regarding education and training opportunities on sites other than high school such as college, university, business, and industry, where students earn academic credit.
- The Academic Internship Program takes advantage of flexible scheduling allowing students who leave high school early three days a week to take a class at the local college to attend his internship the other two days. Students who have completed most of their required courses may secure special permission for early release to participate in internships.
- The Academic Internship Program offers high level STW learning experiences as discussed in Partnerships, Section III.
- The mission statement for North Carolina's plan for excellent schools stresses that each school be customer-driven with local flexibility to achieve high levels of accountability. (Appendix X.). The AIP takes advantage of this flexibility.

IX Career and Academic Planning

- One of Charlotte-Mecklenburg Schools superintendent's key initiatives is to restructure the guidance area at the middle and high school level to include parent, student, and advisor conferences around the development of an academic and career plan.

- At the National College and Career Exposition held this spring, students were exposed to various School-to-Career options such as the Academic Internship Program, Youth Apprenticeship, and College Tech Prep.
- One of our high schools, Garinger, a recipient of a School-to-Career Majors grant, has finance, communications, and medical career academies. (See Appendix Y.)
- Students in these academies meet all college admission requirements and take the technical courses which will enhance their chances of admission to competitive college programs in these areas.
- The school board has requested a position for each middle school to work with academically talented students on their academic and career plan. Some of these teachers will participate in the teacher internship program described in Classroom Supports, section VI, and Appendix Q.
- During registration at the middle school, students are presented information about School-to- Career opportunities in high school. (See Appendix Z.)
- Information on School-to-Career opportunities like the Academic Internship Program are provided parents and students through programs and informational brochures. (See Appendix Z.)
- Students involved in the Academic Internship Program are counseled regarding their career and academic plans by the student's community and teacher sponsors and the internship coordinator.

X. Student Assessment

- Student interns receive elective credit and a grade for their internship experiences. This grade is awarded by their teacher sponsor for their internship according to the amount of time served during an internship.

  45 hours = ¼ unit of credit
  90 hours = ½ unit of credit
  180 hours = 1 unit of credit

- Students are graded using evaluations from the community sponsor and student intern, a journal kept by the intern, the completed project, and intern conferences with the teacher sponsor during the internship. (See AIP Intern Handbook for evaluation forms and journal format.)
- The internship credit and grade is recorded on the student's cardex and is shown on the high school transcript.
- Students are encouraged to keep a portfolio with their internship journal, project, etc.
- Many students receive letters written by their community sponsors which become part of their portfolio.
- Students interns have reported how helpful the portfolio contents are as they interview for college admission and/or scholarships.
- Community sponsors have written letters to help secure college aid for their interns. (See Appendix AA).

XI. Sustaining and Acknowledging Benefits

The following factors have been instrumental in sustaining and acknowledging the Academic Internship Program over its twenty-three year history.

- The AIP Advisory Board has taken the initiative to insure the stability of the internship program at budget cutting times or rotating superintendents. This group has mounted letter writing campaigns among AIP parents, community sponsors, and students. They have also made school board presentations with students explaining how important their internship experiences were to their education and community sponsors expressing their desire to participate in the program. This group can take action at times the staff's hands are tied.
- The AIP staff has also made sure that new administrators have been 'indoctrinated' about the AIP. One of the best forums has been the Advisory Board where students tell about their internships, and guests can hear from board members about their participation.
- When new superintendents are chosen, the internship staff immediately writes a welcome letter with information on the AIP and an invitation to the first advisory board meeting after their arrival. The staff also sends a local cookbook or book about Charlotte to the superintendent and spouse.
- The AIP has received the Governor's School Programs of Excellence Award in 1983 and was recognized in 1997 as North Carolina's Outstanding Work-Based Learning Component at the NC Tech Prep/JobReady Conference.
- The nationwide emphasis on the total community working together in the education of our youth along with the School-to-Work Opportunities Act has provided tremendous impetus to the AIP.
- The AIP has become so well known here in the Charlotte community that the staff receives many requests each year from businesses and agencies in the community who want to participate. After twenty three years, the program now places interns with many former interns. At one of our leading radio/TV companies, there are now seven full-time employees who are former AIP interns.
- Over the years, the program has received many favorable letters from businesses who have participated. (See Appendix BB.).
- The summer program, "Making Connection", for sixty four educator internships is providing further support to School-to-Career activities for students. (See Appendix Q.)

All the above factors have enhanced the standing of the Academic Internship Program in the community and within the school system and assisted in its institutionalization. It is important that a School-to-Career Program have a plan for sustaining itself over the long haul.

XII. Supporting Materials Enclosed

- AIP Intern's Handbook
- AIP Sponsor's Handbook
- AIP Great Exchange Brochure
- AIP Curriculum Guide
- AIP 1990-92 Evaluation Project
- AIP The Great Exchange Video (9 1/2 minutes)

Forming Effective Community Advisory Boards

ADVISORY BOARD. WHEN I FIRST HEARD THOSE TWO WORDS 20 YEARS AGO, OUR EXPERIENTIAL LEARNING PROGRAM, IN CHARLOTTE, NORTH CAROLINA, HAD BARELY BEGUN. How could I organize a board when I was up to my neck in trying to recruit community sponsors and place interns? Nevertheless, it was a grant requirement. Little did I know that this group would become one of the most enjoyable parts of my work and the lifeline to preserving our program through multiple superintendents.

BY JOYCE MCSPADDEN

We were two months into our school year when we had our first advisory board meeting. I invited all the community sponsors that had become involved with our students to date. An anthropology professor at the university was our first chair. He had one of our interns and seemed to understand what our overall program was trying to do. Some key parts of our advisory board meeting format began that night. We gave the group an update on how many students were involved, where they were placed, and what kind of community sponsors were needed. Several students reported on their internship experiences—their interests, hands-on observation activities they experienced, the types of projects they did, and how the internships benefited them.

Our board members tell us that the student reports are the best part of each meeting. Over the years, an intern reported on his research on why pneumonia contacted by hospital patients is much more resistant to treatment than pneumonia strains contacted outside the hospital. One intern organized an entire junior docent program at a local art museum. This was a tremendous help to the museum, especially in the summers when many youth groups wanted museum tours. In another example, a local plantation has been restored as a living museum, and their intern developed a booklet identifying herbs and their uses in early American life. The museum printed the booklet and distributes it to visitors.

By the end of the first year, we had targeted some key persons to serve on the advisory board and had established a regular meeting time agreeable with the majority. After three years our night meetings became lunch meetings hosted by various board members every other month during the school year. Day meetings with lunch boosted attendance.

Inviting all the participating community sponsors to serve as advisory board members did not last long because of the program's growth. All eleven senior high schools in the Charlotte-Mecklenburg County school system participate in the program. Each student intern is supported by a faculty advisor, the internship coordinator, and a community sponsor who help the student plan worthwhile objectives and learning activities. Most students participating in the program

...our advisory board members know their suggestions can lead to meaningful change.

are not paid, but they do receive elective academic credit. Internships range from 45-180 hours and take place after the regular school day. Students must furnish their own transportation. Approximately 500 high school students participate in the program each year.

Our program, called the Academic Internship Program (AIP), seeks to: 1) provide opportunities for high school students to explore areas of academic, career, or service interest through internships with local governmental and civic agencies, businesses, industries, and individuals; 2) establish positive relationships between the school and the community; and 3) enable students to earn credit for extracurricular experiences of an academic nature. Each student keeps a journal and most of them complete a project.

WHO SERVES ON THE ADVISORY BOARD An advisory board is a group of volunteers representing various segments of the community such as businesses, nonprofit organizations, parents, and educators whose expertise and valuable insights can be helpful to the staff who are charged with implementing a particular program. An advisory board's purpose is to give advice, not to function as a governing board. An advisory board can be invaluable in pointing out the community's resources, identifying prospective community sponsors, and serving as an advocate for your program.

Our program has 25 advisory board members, mostly representative of business and nonprofit agencies, plus two parents and several educators. We have students at each meeting, but not the same students each time, since they must miss school to participate. Your board will be more successful if it reflects as much diversity as possible in terms of gender, race, ethnicity, etc. We include our immediate supervisor, who always attends our meetings, and two other central office staff, who attend when possible. Rely on protocol and intuition in deciding who and how many central office staff to include.

Board members have sometimes made the impossible happen.

If your experiential learning program emphasizes service-learning, you still can benefit by including business representatives on your advisory board. Corporate resources may be the backbone of your community sponsors' budgets and will give your board added power to accomplish those things that you and social service agencies cannot do alone. For example, our board member who was vice president of a large bank hosted a lovely luncheon for the advisory board to welcome an incoming superintendent. It was arranged for the publisher of the local newspaper to attend the meeting. The following Sunday, the publisher's weekly column highlighted the students who spoke and the community sponsors who participated. More importantly, the column quoted the new superintendent saying that the program was a "top priority" and invited others in the community to participate as sponsors.

One reason board members are eager to serve is because they believe firmly in the mission and goals of our program. There is a tremendous nationwide emphasis on the total community working together in the education of our youth. The School-to-Work Opportunities Act and the National and Community Service Trust Act stress the need for students to be involved in learning experiences that are hands-on, meaningful, and connected to the real world.

In North Carolina, school reform has been the focus of many groups, including the Governor's Commission on Workforce Preparedness and the Charlotte Chamber of Commerce's Education Council. Various businesses, the Charlotte Chamber, and Charlotte-Mecklenburg Schools held a system-wide School-to-Work Summit last fall and Career Expo 1996 this spring.

Publicity about national and statewide efforts has saturated our community with the need for school reform. Because experiential education is on the cutting edge of school reform by involving students in real world experiences, our advisory board members know their suggestions can lead to meaningful change. They enjoy the opportunity to influence and support a program that exposes students to real world-settings. They are eager to involve students in their own organizations as well as promote the program so that others in the community will participate.

Advisory board members consider it an honor to be asked to serve. Some members may be alumni from the very schools you serve and want "to give something back." Members enjoy both a social and intellectual environment by participating on our board. Often they feel it is their duty to find a replacement for themselves on the board if they can no longer serve. Many members commit to serving more than one three-year term. Over time, a rich camaraderie has developed among members, and they have a strong loyalty to the program and each other.

WHAT IS THE ROLE OF THE ADVISORY BOARD Responsibilities range from attending meetings to helping the community support the mission and goals of our program. Each board member must be an advocate for the program and help enhance its public image. In the early years the advisory board sponsored a year-end gathering honoring all our students and community and teacher sponsors. This event was a reception or supper program with all three groups taking part. As our program has grown to the size it is today, it is difficult to hold such an event. When our program has a shortage of sponsors in a certain area, board members often furnish staff with leads and help to develop community resources. There have been times when our board members have visited internship sites. This visitation has been done to thank new community sponsors for their participation or to provide extra support for the students.

Our board has provided orientation for new members, sponsored an in-service luncheon and teacher appreciation reception for teacher sponsors, and hosted a panel to recruit additional community sponsors. A special board committee raised funds for these projects. Members have written letters or phoned businesses or organizations to explain the internship program and recommend that their group become involved. Board member roles remain flexible in order to take on new challenges as they may develop. At a recent board meeting, our host was BellSouth who hooked together interns and board members with interns and NSEE staff in two other cities by way of North Carolina's information highway.

Board members have sometimes made the impossible happen. For example, a student's application to the state university had been rejected. After the school received a letter from an advisory member who had worked with the student, she was admitted with full financial aid. Our program began with a three-year federal grant, and had little hope that it would be continued when those funds expired. Our third-year advisory board organized a letter writing campaign to persuade the

school board and administration to continue the program with state and local funding. Community sponsors, parents, and students wrote more than 250 letters requesting that the AIP continue. Several of our board members made a presentation to the school board explaining how the program benefited the students, schools, and community. Using graphs and charts, they showed the growth in the number of students and community sponsors involved over the first three years. This was much more effective than a staff person's presentation would have been. This involvement was very helpful in getting our program adopted into the local budget, where it has been for 17 years.

Finally, board members can provide important linkages with other agencies, programs, or individuals. For example, the chairman of the Chamber of Commerce's education committee is a member of our program's advisory board. He keeps our board informed about community leaders' views on school reform. His participation and advice are helpful in keeping our program on target, and he lets other community groups know what we are doing.

Advisory board "rescue" of our internship program became a reality again this spring as I was writing this article. Because our administration was directed to trim the system's budget by a sizable amount, one of our two internship coordinator positions was being considered for a redirection of funds. We learned about this possible cut one week before our school board was to vote on the budget, a time that fell during spring break. Immediately, our advisory board met and launched a campaign to inform many of our parents and key community supporters of this threat to our program. A bombardment of letters, faxes, and phone calls to the interim superintendent and school board members followed.

A group of supporters attended the school board meeting and an excellent presentation was made by two of our board members, an intern's parent, and a former intern. Since many of our school board members were new, we looked at this meeting as an opportunity to inform them about the Academic Internship Program in general, its accountability, and what this program has meant to students, parents, and community sponsors. Packets of information included materials used, names of community sponsors, and the number of interns involved in various areas. One of our board members who spoke ran a cost-benefit analysis and found that the Charlotte community had contributed more than $500,000 to this school year's internships. This amount was based on employers' time, materials, and equipment involved in the average internship. The school board voted unanimously to keep both coordinator positions in the budget proposal.

Your advisory board will be an effective way to integrate your schools with the world outside. It may also be one of your most successful academic ventures. You will find your board to be a wonderful support group, and members can be a sounding board for new ideas or frustrations. After a time your members will begin to share ownership of the program. Broadening the program's support base can be very helpful as you meet new challenges in the future.

Through our experiences, we have found some tips for success that might be useful in your program as well.

LOGISTICS

- Schedule meetings well in advance and try to keep the same time. For example, our board meets at 11:45 a.m. on the second Wednesday every other month during the school year beginning in October.

- Day meetings will be better than night, even if you schedule them late in the afternoon.

- It is best to have board members serve terms of a fixed length, such as three years, and staggered so that one-third will expire each year. You can always ask your best supporters to sign-on again.

- You can probably count on two-thirds of the members at each meeting. If you want 20 people to attend, have membership of 30.

ORGANIZATION/FUNCTIONING

- You may need school board and/or administration approval to organize an advisory board for your program.

- Have advisory board members representing various walks of life, guaranteeing fresh ideas and faces coming to the board each year.

- Use advisory board members as officers; you plan the meeting agenda and provide all the help and information for the chairperson to conduct an organized meeting.

- Encourage board members to offer assistance in their areas of expertise. For example, someone in graphics or advertising might be of help in designing a brochure for your program.

- If your program involves teacher sponsors, the advisory board can undertake special projects to show appreciation to teachers for assuming this extra responsibility. This could include luncheons, teas, or simple gifts such as sticky note pads printed with your program's logo.

- Thank board chairs with appreciation plaques for their service. Other gestures, such as cards or flowers if a board member becomes ill, are also a good idea.

- Your board can take on the responsibility of fundraising for special projects, but this should be kept to a minimum.

- When important staff changes occur, your advisory board should have input into the selection process.

MEETING CONTENT

- Always provide program accomplishments and statistics at each meeting.

- Your board members have a natural interest in the schools you serve. In addition to hearing from students, provide opportunities for them to hear from school administrators regarding the

...board members can provide important linkages with other agencies, programs, or individuals.

mission and objective of your school system and how your program integrates the system's overall goals.

- Provide opportunities for board members to hear from each other about how they involve students with their organizations.

- Invite several guests to your meetings. You might include a high school principal or other school staff member or a new community sponsor who has become involved with your program.

REFERENCES AND SUGGESTIONS FOR FURTHER READING

Dyer, Delwyn A., and Oscar M. Williams. *Developing Effective Boards, Councils and Commissions.* Blacksburg, VA: Virginia Cooperative Extension Service at the Virginia Polytechnic Institute, 1991.

Silver, Gerald. *Advisory Boards: Academic Partnerships That Work.* 1992, unpublished.

Teitel, Lee. "The Advisory Committee Advantage: Creating an Effective Strategy for Programmatic Improvement." *ERIC Digest.* Washington, DC: ERIC Clearinghouse on Higher Education, George Washington University, 1994.

Joyce McSpadden is Coordinator of the Academic Internship Program for the Charlotte-Mecklenburg Schools in Charlotte, North Carolina. She has also been a Mentor in NSEE's Leadership Development Program and a Consultant with NSEE's National Initiative, funded by the DeWitt Wallace-Reader's Digest Fund.

WBTV High School Student Intern Program

Day 1	Date_____	
	4 to 5 p.m.	Orientation
	5 to 6 p.m.	Introduction to Evening Staff
	6 to 7 p.m.	Observe Live News Show Studio 1
Day 2	Date_____	
	4 to 5 p.m.	Introduction to TV Production
	5 to 7 p.m.	Studio 1
Day 3	Date_____	
	4 to 5 p.m.	Introduction to Graphics
	5 to 7 p.m.	Studio 1
Day 4	Date_____	
	4 to 5 p.m.	Introduction to Sales
	5 to 7 p.m.	Studio 1
Day 5	Date_____	
	4 to 5 p.m.	Introduction to Engineering
	5 to 7 p.m.	Studio 1
Day 6	Date_____	
	4 to 5 p.m.	Introduction to Noon News Show
	5 to 7 p.m.	Studio 1
Day 7	Date_____	
	4 to 5 p.m.	Introduction to Studio Camera and Portable Video Camera
	5 to 7 p.m.	Studio 1
Day 8	Date_____	
	8:30 a.m. to 12:30 p.m.	Introduction to News
Day 9	Date_____	
	4 to 7 p.m.	Introduction to News Photography
Day 10	Date_____	
	4 to 4:30 p.m.	Introduction to Data Services
	4:30 to 5 p.m.	Introduction to Promotion
	5 to 7 p.m.	Studio 1
Day11	Date_____	
	4 to 5 p.m.	Introduction to Producing
	5 to 7 p.m.	Studio 1
Day 12	Date_____	
	4 to 5 p.m.	Introduction to Directing
	5 to 7 p.m.	Studio 1
Day 13	Date_____	
	4 to 5 p.m.	Introduction to Editing
	5 to 7 p.m.	Studio 1
Day 14	Date_____	
	4 to 5 p.m.	Evaluation
	5 to 7 p.m.	Wrap Up

ACADEMIC INTERNSHIP PROGRAM

Radio/Television Group Internship

September 8, 1997 - January 12, 1998

P.A. - Preparation Assignment

DAY	DATE	TIME	MEETING PLACE	MEDIA AND ADDRESS(ES)	TOPIC
Monday	Sept. 8	3:30-5:30	WSOC 1901 N. Tryon St.	Linda Stephens, Joyce McSpadden Academic Internship Program Coordinators Ron Shuping, Director of Production Services WSOC-TV 1901 N. Tryon St. Charlotte, NC 28206 335-4778 Steve Swicegood, Producer NBC Nightside 925 Woodridge Center Dr. Charlotte, NC 28217 329-8700	Tour of WSOC facilities. Introduction to the Radio/TV Group Internship. Schedule, assignment sheet and other details will be explained. Orientation to broadcasting as a career.
Monday	Sept. 15	3:30-5:30	WSOC 1901 N. Tryon St.	Kay Hall, Program Manager WSOC-TV 1901 N. Tryon St. Charlotte, NC 28234 335-4778 WSOC-TV Station Marketing Staff June Noe Manager of Public Relations	"Programming" - How television stations select and schedule programs. "Marketing/Public Relations" - How television stations sell themselves to an audience.

P.A. Watch either ABC, NBC, or CBS one evening from 6:00 to 10:00. Draw a diagram listing programs watched. Indicate type of commercials shown during one of these hours.

DAY	DATE	TIME	MEETING PLACE	MEDIA AND ADDRESS(ES)	TOPIC
Monday	Sept. 22	3:30-5:30	TimeWarner Cable 316 E. Morehead St.	Brad LeGrone Production Manager Time Warner Cable 316 East Morehead Street Charlotte, NC 28202 377-2228, ext. 2886	How does cablevision work? This session offers an opportunity to understand TV production at your local cable company, career opportunities available, and future role of cable tv.
Monday	Sept. 29	3:30-5:30	Catwalk 418 W. 5th St.	Mark DeCastrigue, General Manager Catwalk PO Box 34129 Charlotte, NC 28234 376-1211	An opportunity to tour one of Charlotte's leading post production, animation and music facilities with the latest state of the art technologies. Catwalk edits commercials, movies, TV shows, documentaries, etc.
Monday	Oct. 6	3:30-5:30	John Causby Production The Ground Crew 212 McDonald Avenue Charlotte, NC 28203	John Causby John Causby Production The Ground Crew 212 McDonald Avenue Charlotte, NC 28203 342-9900	Have you ever wondered if you've got what it takes to make it as a voice talent? What is the secret to a good audio production? What is an IDB Digital Patch? You will learn what techniques are used in an audio production studio.

P.A. Write a one page summary comparing the last 3 sessions on video and audio production.

DAY	DATE	TIME	MEETING PLACE	MEDIA AND ADDRESS(ES)	TOPIC
Monday	Oct. 13	3:30-5:30	WBTV One Julian Price Place	Bob Morris Production Manager Jefferson Pilot Communications One Julian Price Place Charlotte, NC 28208 374-3904	"Introduction to WBTV." A look at careers available in the TV industry. How do you get a job? What makes a good resume? What are the techniques for good interviewing?
P.A. Bring to this session "5" written questions that you will ask about the television industry.					
Monday	Oct. 27	3:30-5:30	WSSS FM Star 104.7 WSOC FM 103.7 Country 4015 Stuart Andrew Blvd. Charlotte, NC 28217	Paul Gould Promotions Director 372-1104	Tour of STAR 104.7 and WSOC 103.7 FM Talks by a DJ "A DJ Looks at His Job. Role of the sales, promotions, and production departments in radio."
P.A. During week prior to this session listen to STAR 104.7 & WSOC 103.7 FM at least one hour each. List the differences in programming and/or music selection plus any other differences.					
Monday	Nov. 3	3:30-5:30	NBC Nightside 925 Woodridge Center Dr. (Billy Graham Pkwy - turn on Westmont Rd.)	Steve Swicegood Producer NBC Nightside 925 Woodridge Center Dr. Charlotte, NC 28217 329-8700	A former AIP Intern will host this session - "A Peek Inside Network News." Tour of NBC Nightside will be included.
P.A. Watch one hour of NBC Nightside. Write a one page summary in which you compare and contrast the hour of Nightside with one hour of local news on NBC, CBS, or ABC. **Bring P.A. for Nov 10. to this session.**					

DAY	DATE	TIME	MEETING PLACE	MEDIA AND ADDRESS(ES)	TOPIC
Monday	Nov. 10	3:30-5:30	Radio/TV Department Garinger High School 1100 Eastway Drive Room 507	Charles Gordon Radio/TV Instructor Garinger High School 1100 Eastway Drive Charlotte, NC 28205 343-6450	"Hands-on Experience in Television."
P.A. Bring a written story for broadcasting concerning sports, local or national news, or human interest topic.					
Monday	Nov. 17	3:30-5:30	Radio/TV Department Garinger High School 1100 Eastway Drive Room 507	Charles Gordon Radio/TV Instructor Garinger High School 1100 Eastway Drive Charlotte, NC 28205 343-6450	"Hands-on Experience in Television."
P.A. Putting finishing touches on the newscast which you will produce.					
Monday	Nov. 24	3:30-5:30	WCNC 1001 Woodridge Center Dr. Charlotte, NC 28217 (Billy Graham Pkwy - turn on Westmont Road to Channel 36)	Ms. Sue Bruce Community Projects Manager WCNC - Channel 36 1001 Woodridge Center Dr. Charlotte, NC 28217 329-3662	"Internal operations of the NBC affiliate TV station, an emphasis on promotions and public relations, and opportunity to observe live newscast. Tour will be included. A special treat will be an opportunity to meet Charlotte's newest TV anchor, Sonja Gantt, who is a former AIP intern.
P.A. Watch three news shows (WBTV, WSOC-TV, WCNC-TV) this week on different channels. Without mentioning station names, write a one page summary telling what you liked and disliked and why.					

DAY	DATE	TIME	MEETING PLACE	MEDIA AND ADDRESS(ES)	TOPIC
Monday	Dec. 1	3:30-5:30	WRFX 915 E. 4th St. Charlotte, NC	Tom Carey, Promotions Manager WRFX 915 E 4th St. Charlotte, NC 28204 338-9970	This session will provide an opportunity to see how three radio stations operate: WRFX FM 99.7 Rock & Roll WLYT FM 102.9 Adult Contemporary WTDR FM 96.9 Country
P.A. Listen to each of the three stations one hour each. Write a one page summary comparing the formats.					
Monday	Dec. 8	3:30-5:30	WCCB - Channel 18 1 Television Place	Butch Allen Local Sales Manager WCCB TV (Channel 18) 1 Television Place Charlotte, NC 28205 372-1800	"Impact of Technology on Television" A look at the public service, promotions, sales, and programming departments.
P.A. Watch 5 commercials. Write a commentary on each telling what was effective and what wasn't.					
Monday	Dec. 15	3:30-5:30	WTVI - Channel 42 Entrance is at 3242 Commonwealth	Elliott Sanderson Sr. Vice-President WTVI Educational Television 3242 Commonwealth Dr. Charlotte, NC 28205 372-2442	"What Is Public Television?" How is it different from Commercial TV? How is it financed? Tour of WTVI
P.A. Watch Channel 42 for two hours. List on paper the programs watched, times, and date.					

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DAY	DATE	TIME	MEETING PLACE	MEDIA AND ADDRESS(ES)	TOPIC
Monday	Jan. 5	4:45-7:00	WBTV One Julian Price Place	Bob Morris Production Manager WBTV Jefferson Pilot Communications One Julian Price Place Charlotte, NC 28208 374-3904	Students will have an opportunity to meet with a WBTV news personality at the close of the newscast.
P.A. Bring to this session "5" written questions you would like to ask the news personality or about producing a newscast. An additional assignment will be given at the session.					
Monday	Jan. 12	3:30-5:30	WSOC TV 1901 N. Tryon St.		Student Presentations
				WSOC-TV Ron Shuping	2 min. Presentation each student. Written assignments due.
				NBC Nightside Steve Swicegood	"Debriefing Session" with the experts--an opportunity to ask final questions or discuss topics of your choice.
P.A. Be prepared to give 2 minute presentation. Complete all written assignments.					

Dear Applicant:

Thank you for your interest in the Charlotte-Mecklenburg Police Department Junior Police Academy.

The Junior Police Academy is designed for those young people who are interested in a career in Law Enforcement and would like to find out more about the Charlotte - Mecklenburg Police Department. Students will experience many areas of the police department. There will be several hands on classes.

The dates for the Junior Police Academy are July 13 -17, 1998. Monday through Friday, 8:00 am until 5:00 pm each day. The course will be held at the Charlotte Mecklenburg Police Academy, 1750 Shopton Road, Charlotte, NC 28217. Transportation will be the responsibility of the applicant each day. Students will not be allowed to leave the Academy grounds once they arrive. You must bring a lunch each day.

Once your application is received it will be reviewed by the Charlotte Mecklenburg Police Department Academy staff. There will be a phone interview with you and one with your parents. There may also be a personal interview conducted with the applicant.

Qualifications
Must be entering 10 th, 11 th, or 12 th grade in August 1998.
Must live in Mecklenburg County
Must attend a school in Mecklenburg County. (Public or Private)
No Arrests.
No out of school suspensions.
Must maintain a "C" average or better.
Must participate in all activities. (Academic and physical)

Topics to be covered
Laws - Traffic Offenses, Drivers License, 4th Amendment, Curfew Laws.
Juvenile Crimes, Gangs, The Responsibilities of Wearing A Badge, The Benefits of Wearing A Badge, Computer Technology. History of the Charlotte-Mecklenburg Police Department, Report Writing, Defensive Tactics, Weapons Awareness, Group Initiatives, Traffic Stops, Crime Scene, Philosophy, Problem Solving, F.A.T.S. (Firearms Training Simulator)

Hands on Activities

Traffic Stops - The vehicles will already be set in place and the students will practice traffic stops from this point. They will be using training guns with blanks in them.
Group Initiatives - Students will participate in an obstacle course which includes climbing over a 6 foot wall, crawling through a tunnel, long jumping six feet, and pushing open a heavy door.
High Ropes Course - This is the outdoor adventure course. Students will climb up a ladder walk across a wire bridge then walk across another wire bridge and then will repel down a wall. Height is approx 30 feet. Students will be on a safety line the entire time.
Weapons Recognition - Students will not be shooting live ammunition. They will learn about weapon safety.
Handcuffing - Students will practice handcuffing each other.
Baton Training - Students will practice with foam batons. They will be striking form pads that they will hold for each other.
Building Searches - Students will practice searching buildings. Training Guns with blanks in them will be used.

* All activities will be supervised.

Please complete and return this application to: Officer Roseann DeTommaso
Charlotte Mecklenburg Police Academy, 1750 Shopton Road, Charlotte, NC 28217.
Application must be returned by May 1, 1998.

Please make sure all paperwork is complete and returned.
1. Application
2. Essay Form
3. Reference sheet
4. Release Form
5. Authorization For Medical Treatment Form
6. Medical Information Form.

If you have any questions please feel free to contact: Officer Roseann DeTommaso, 704-525-6145 Ext. 257.

Sincerely,

R. DeTommaso

Roseann DeTommaso

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Charlotte-Mecklenburg Police Department

Junior Police Academy Application

PLEASE PRINT

Last Name _____

First Name _____ Middle Name _____

Date of Birth _____ Race _____

Phone Number _____ Sex _____

Home Address _____

High School _____ Current Grade _____

Name of parent / guardian that you live with _____

Home Phone _____ Work Phone _____

Name of Emergency Contact _____

Home Phone _____ Work Phone _____

Have you ever been arrested? Yes ____ No ____

Have you ever been suspended from High School? Yes ____ No ____

Have you ever used any illegal drugs? Yes ____ No ____

Have you ever been issued a traffic citation? Yes ____ No ____

If Yes, what for? _____

Do you have any medical conditions that would limit your participation in any of the physical activities? Yes _____ No _____

List any medications to be taken during this week (July 13-17, 1998)

_____

Applicant Signature _____ Date _____

Parent / Guardian Signature _____ Date _____

To be completed by applicant

Name _____

What do you hope to gain by attending the Junior Police Academy?

What type of activities would you like to be able to experience this week?

Charlotte-Mecklenburg Police Department

Junior Police Academy

Reference Sheet

Applicants Name _____

Dear Guidance Counselor / School Resource Officer:

The above listed person has submitted an application to participate in the Charlotte-Mecklenburg Police Department Junior Police Academy Program.

In order for the student to be eligible to participate they must meet the following qualifications:
Must be entering 10th, 11th, or 12th grade in August 1998.
Must live in Mecklenburg County.
Must attend a High School in Mecklenburg County. (Public or Private)
No Arrests.
No out of school suspensions.
Must maintain "C" average or better.
Must participate in all activities. (Academic and Physical)
Applicants must have their Guidance Counselor and School Resource Officer complete this reference sheet.

Guidance Counselor Name _____
Does this applicant meet the qualifications? Yes _____ No _____

School Resource Officer _____
Does this applicant meet the qualifications? Yes _____ No _____

Comments: (optional)

_____

_____

_____

_____

_____

Please feel free to contact me if you have any questions or concerns.
Officer Roseann DeTommaso 704-525-6145 Ext. 257

Charlotte-Mecklenburg Police Department
Junior Police Academy

AUTHORIZATION FOR MEDICAL TREATMENT

The undersigned Parent(s) or Guardian of_____
hereby gives permission and authorization to the adult instructors of the Charlotte Mecklenburg Police Department Junior Police Academy to obtain and authorize x-rays, routine tests and treatment for my son/daughter that they may deem necessary during the Junior Police Academy experience at The Charlotte Mecklenburg Police Academy , Charlotte, North Carolina, July 13 - 17, 1998. In the event I/we cannot be reached in an emergency, I hereby give permission to the physician selected by the adult instructors of the Junior Police Academy to hospitalize, secure proper treatment for, and to order injections and/or anesthesia and/or emergency surgery for my child named above.

_____
Parent/Guardian Name (print)

_____ _____
Parent/Guardian Signature Date

_____ _____
Attendee's Name Date

Charlotte-Mecklenburg Police Department
Junior Police Academy

RELEASE

I, _____, hereby give permission

for my child, _____, to participate in the Junior Police Academy sponsored by the Charlotte-Mecklenburg Police Department. It si my understanding that activities will take place from July 13th, 1998 to July 17, 1998 from 8:00 am to 5:00 pm. This will include activities such as the high ropes course, group initiatives, weapon recognition, handcuffing, building searches, traffic stops, and baton training.

In consideration for my child's participation in this program, I hereby do forever release and agree to hold harmless the City of Charlotte and the Charlotte-Mecklenburg Police Department, its agents and employees, from any and all liability, claims or demands for personal injury from my child's participation in this Junior Police Academy. I am aware of the dangers and the risks that are attendant in participating in the above mentioned program activities and in associated activities. I hereby specifically and voluntarily assume all such risks on behalf of my child and expressly release the City of Charlotte and the Charlotte-Mecklenburg Police Department and its agents and employees form any cause of action or claim of whatsoever kind or nature arising out of my child's participation in this program.

This _____day of _____, 1998.

Name (print):_____

Signature: _____

Relationship to Child:_____

ACADEMIC INTERNSHIP PROGRAM

Journalism Group Internship

February 4 - May 27, 1998

Mrs. McSpadden
Ms. Stephens
343-6200 - work

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Wed., Feb. 4	3:30-5:30	Charlotte Observer 600 South Tryon Street Sports Conference Room 4th floor (Westside) P.O. Box 32188 Charlotte, NC 28232 358-5002	Elaine Tynan, Assistant to the Editor Joyce McSpadden, Linda Stephens, AIP Coordinators	3:30-4:00 Instructions will be given concerning schedule, assignments, purpose, meeting places, and parking.
			Cheryl Carpenter, Deputy Managing Editor	4:15-4:30 Welcome to the Observer! 4:30-5:30 Tour of the Observer building
Wed., Feb. 11	3:30-5:30	Charlotte Observer 600 South Tryon Street Sports Conference Room 4th floor		3:30-4:30 "Headlines", Walter Cronkite report on Civic Journalism and how newspapers are put together.
			Jim Walser, Sr., Editor	4:30-5:30 What does he look for in choosing who to hire.

Assignment: Write a 1 page summary
describing Civic Journalism: Due Feb. 18 along with Writing Assignment #1 - editorial or letter to editor

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Wed., Feb. 18	3:30-5:30	Charlotte Observer 600 South Tryon Street Sports Conference Room 4th Floor	Various Reporters	3:30-4:30 What is it like to be a reporter? What are some weird, exciting, depressing, amusing things that happen to reporters? Is it hard to write on deadline?
Writing assignment #1 due: Editorial or letter to editor. Also assignment from Feb.11.			Sports Reporters	4:30-5:30 What is it like to write about sports? How do scores get in the paper?.
Wed., Feb. 25	3:30-5:30	Charlotte Observer 600 South Tryon Street Sports Conference Room 4th floor	Tony Brown Richard Maschal Gina Nania Jack Russell	Editing: How is a story idea formed? How are stories assigned? What's the relationship between a reporter and an editor? What happens after the reporter turns in a story? What's a trim? Who is the production editor?
Assignment: Write a 2 page essay saying why you would or would not enjoy being a reporter or an editor based on information shared today & last week. Due March 4th				

DATE	TIME	MEETING PLACE	SPONSOR		TOPIC
Wed., Mar. 4	3:30-5:30	Charlotte Observer 600 South Tryon Street Sport Conference Room 4th floor	Ed Williams, Editorial Page Editor	3:30-4:30	Editorials, letters to the editor, editorial cartoons
			Larry Toppman, Movie Critic	4:30-5:30	Questions and answers with the critics.
Wed., Mar. 11	3:30-5:30	Charlotte Observer 600 South Tryon Street Sports Conference Room 4th floor	Joanne Osterdorf Al Phillips, Artists	3:30-4:30	What is photo-journalism? These photographers will share their work.
			Gary O'Brien Photography	4:30-5:30	How do the charts, maps and drawings get into the paper? These artists will share their work.

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Wed., Mar. 18	3:30-5:30	Charlotte Observer 600 South Tryon Street Sports Conference Room 4th floor	Mike Weinstein	"Five Steps to Great Writing"
Wed., Mar. 25	To be announced later	Charlotte Observer	Observer Staff	"Shadow Week." Each student accompanies a journalist for 4-5 hours. Times will be announced.
Note: During the week of March 23-27, each student will participate in Shadow Day. Writing Assignment #3 on Shadow Day due April 8th				
Wed., Apr. 1	3:30-5:30	Creative Loafing 6112 Old Pineville Rd. Charlotte, NC 28210 522-8334	Carolyn Butler, Publisher	What is the role of an alternative newspaper? Students will learn about the history and purpose of "Creative Loafing". How does the editor decide on ideas? How is the paper distributed? Students will have the opportunity to build an ad for the newspaper.
P.A. Read a copy of "Creative Loafing ".				

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Wed., Apr. 8 Preparation Assignment:	3:30-5:30	Stonewall Plaza 700 East Stonewall Street Suite 400 Conference Room 427 4th Floor	Mary Kratt, Writer-Poetry and Non-fiction 7001 Sardis Rd. Charlotte, NC 28270 366-0297 Paige Williams Charlotte Observer, Feature Writer 358-5230 Linda Sullivan, Screenwriter 1501 Thomas Ave. Charlotte, NC 28205 372-2062	These writers will talk about how they got into writing, writing tips, publishing tips, and in general what to do if you have a desire to write
Writing Assignment #2 (Shadow Day) due.				
Wed., April 22	3:30-5:30	Charlotte Chamber of Commerce 330 South Tryon Street (across from First Union National Bank) Corner of Tryon and 2nd streets Meet in 1st floor lobby. Charlotte, NC 28202 378-1312	Kit Cramer, Vice President Stephen Staudigl 378-1361 Customer Response Group Charlotte Chamber of Commerce John Deem, Assistant Public Information Director Charlotte-Mecklenburg Schools Charlotte, NC 28230-0035 P.O. Box 30035 379-7350	This session will demonstrate how a journalism major uses the journalistic skills of writing, editing, interviewing and gathering facts in his/her positions as public information officers for Charlotte-Mecklenburg Schools and Charlotte Chamber of Commerce. You will also learn about other responsibilities for these positions.

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Wed., Apr. 29 Writing Assignment #3 due (your story of a school, sport or community event)	3:30-5:30	Business Journal Suite 2200 128 South Tryon Street (First Citizens Building) Charlotte, NC 28202 347-2340 Located top floor across from old Nations Bank. Parking deck attached which can be entered from 4th or Church Street or park in any pay lot. **There is no free parking.**	Mark Etheridge, Publisher	An opportunity to examine newspapers as an advertising medium; to learn how they can market a product; to see what is involved in making an advertisement; to meet those people who sell the advertising. Students may have opportunity to produce their own advertisement.
Wed., May 6 Directions: meeting in lobby of Electric Center Parking: You may park in the Charlotte Observer lot on Poplar Street.	3:30-5:30	Duke Energy Co. Electric Center 526 S. Church Charlotte, NC 28201 382-8379	Mr. Randy Wheeless Media Relations	This session is designed to look at the journalism/ communication needs of large corporations, including media relations and employee communications.
Wed., May 13	3:30-5:30	Community Pride The Charlotte Observer 600 South Tryon Street 4th floor (opposite end from news room) P.O. Box 32188 Charlotte, NC 28232 359-5921	Dee Dixon Publisher	How magazine is put together - sales, editorial, layout and design. Community Pride will discuss its role in civic responsibility.

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DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Wed., May 20	5:30-7:30	WBTV 1 Julian Price Place (off West Morehead Street) 374-3904	Bob Morris, Creative Services Manager	This sessions will explain the difference between a print story and broadcast story. The session will conclude with a discussion with one of the station's anchor personalities.
Preparation Assignment: Compare TV News with news in one of the leading newspapers from the same time period. How is it similar / different? What topics dominate each? Write 2 pages.				
Wed., May 27	3:30-5:30	Charlotte Observer 600 South Tryon Street Sports Conference Room 4th Floor	Cory Powell	3:30-4:30 Attend news meeting and discuss how front page comes together 4:30 - 5:00 Designing front page
			Jennie Buckner, Editor	5:00-5:15 Time with C.O. Editor 5:15-5:30 Internship Evaluation

ACADEMIC INTERNSHIP PROGRAM

Engineering Group Internship

February 4 - May 20, 1998

Mrs. McSpadden
Ms. Stephens
343-6200 - work

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Tues., Feb. 3	3:30-5:30	Cameron Applied Research Center UNCC 9201 University City Blvd. Charlotte, NC 28223-0001 Room 101-Auditorium	Dr. Harry Leamy Director 547-4096 Dr. Silvia Middleton College of Engineering UNCC Charlotte, NC 28223 547-2301	Orientation to the engineering internship. What is purpose of this internship? Students will tour the Cameron Center and have the opportunity to converse with college engineering students.
Tues., Feb. 10	3:30-5:30	Cameron Applied Research Center UNCC 9201 University City Blvd. Charlotte, NC 28223-0001	Dr. Harry Leamy Dr. Silvia Middleton	Students will be involved in a presentation of engineering careers and professionalism. Students will also design an engineering project.
Tues., Feb. 17	3:30-5:30	Duke Energy 526 S. Church St., EC02A P.O. Box 1006 Charlotte, NC 28201-1006	Mr. Sam Holeman 382-0011 Mr. Joe Gentry 821-2120	Tour Duke Power System Operating Center which is Duke's main control room. See how energy is routed across the two state system (NC & SC). This is where all the generation plants are controlled and buy/sell decisions are made. Tour of Duke's Trading floor where energy is bought and sold.

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Tues., Feb. 24 See map for directions	3:30-5:30	Clark Nexsen 229 N. Church St. Charlotte, NC 28202 TBA location	Mr. Bob Gunn Mr. Chris Stone 377-8800	Chris Stone will give a presentation on peripheral aspects of engineering: disaster preparedness, metrification and team building.
Tues., March 3	3:30-5:30	IBM Microelectronics Division 6800 IBM Drive Charlotte, NC 28262-8563	Mr. Steve Strothman 595-4755	Various engineers-chemical, electrical, mechanical and box-will introduce you to their careers. Opportunity for questions and discussions.
Tues., March 10	3:30-5:30	600 Racing 5245 Highway 495 Harrisburg, NC 28075	Mr. Art Meissner Mr. David Stetzer 455-3896	This presentation will include a history of 600 Racing and a tour of the manufacturing plant. Students will have an opportunity to see the assembly of Legend and Bandolero cars and the various careers involved at 600 Racing.

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Tues., Mar. 17	3:30-5:30	Meet inside airport on departing passengers level near US Air counter.	Mr. David L. Pond Mr. Mark Wiebe c/o Mr. James Luther W.K. Dickinson & Co. 1924 Cleveland Ave. Charlotte, NC 28203 334-5348	This field site visit is a work project in process that will demonstrate engineering principles. We will see a ramp expansion for planes and land side work which will explain how engineering is involved in daily projects.
Directions to Charlotte/Douglas International Airport-Take Billy Graham Pkwy & Airport exit				
Tues., Mar. 24	3:30-5:30	BellSouth 4100 South Stream Blvd. Charlotte, NC 28270	Mr. Duane Stepp (704) 258-7110	This session will demonstrate BellSouth's approach to using fiber optics to provide voice, internet and video services to the home.
Tues., Mar 31	3:30-5:30	BellSouth 9139 Research Dr. Charlotte, NC 28262	Ms. Racheal Ray 510-6536	Demonstration of the Network Reliability Center which monitors switching and transmission across BellSouth. Includes a tour of the Network Reliability Center.
Tues., April 7	3:30-5:30	BellSouth 2550 West Tyvola Rd. Charlotte, NC 28217	Mr. Wendell Hardin 423-5041	Students will learn all the facets of bringing a new cell tower on the air including site acquisition, construction, engineering, operations and maintenance. You will see how a cell site moves from conception to completion.

DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Tues., Apr. 21	3:30-5:30	Nations Bank North Tryon St. Properties. Field Visit.	Odell Architects	
Tues., April 28	3:30-5:30	Duke Energy Catawba Nuclear Plant		3:30-5:00 Control room simulation tour exposing students to various engineer careers. 5:00-5:30 What happens in a genuine emergency? Students will learn about problem solving through simulation.
Meet at Energy Quest See map for directions				
Tues., May 5	3:30-5:30	Clariant Corporation Mount Holly Plant P.O. Box 669246 Charlotte, NC 28266	Mr. Dinesh Shah 822-2766 Mr. Dan Truman 822-2784	In Clariant vans, we will ride through the different manufacturing buildings where we will see chemical engineering disciplines, role of chemical engineer in manufacturing of dyes, and safety of chemical processes. Students will learn the steps involved in manufacturing a new product and safety procedures.
See map for directions to Clariant. 11701 Mt. Holly Rd. (Highway 27)				

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DATE	TIME	MEETING PLACE	SPONSOR	TOPIC
Tues., May 12	3:30-5:30	First Union Corporation Environmental Policy Department 301 S. College St., Tw-1 Charlotte, NC 28288-0666 See map for directions. Park in One First Union parking garage and go to 15th floor	Ms. Beth Gray 383-7746 Mr. John Rybak	What is environmental engineering? Learn how environmental engineers help their clients comply with environmental laws.
Tues., May 19	3:30-5:30	Cameron Applied Research Center UNCC 9201 University City Blvd. Charlotte, NC 28223-0001 room 101-Auditorium See map for directions	Dr. Harry Leamy, UNCC AIP Engineering Committee representatives	Student 2-3 minutes presentations on their engineering topic. Final discussion with wrap-up panel of engineers.

ACADEMIC INTERNSHIP
FALL 1997

Twenty-Sixth Judicial District
Young Lawyers Section
High School Orientation Program

All meetings will be held from 3:30 pm to 5:30 pm

Clerk of Court: **347-7809(Criminal)**
347-7814 (Civil)

No.	Date	Topic and Session	Meeting Place	Attorney(s)
1	Tuesday September 9	Orientation & Introduction	Civil Courts Bldg.	Gary Welch 332-1181
2	Tuesday September 16	Products Liability Litigation	Civil Courts Bldg.	Doug Banks 376-3400
3	Tuesday September 23	Corporate/International Law	Moore & Van Allen NationsBank Corporate Center 47th Floor	John Gathings 331-1000
4	Tuesday September 30	Law Clerk 3:30-4:30 Paralegal 4:30-5:30	Johnston, Allison & Hord 610 E. Morehead St.	Amy Johnson 377-8321 Janice Linker 332-1181
5	Tuesday October 7	Patent, Trademarks & Copyrights	Bell, Seltzer, Park & Gibson 1211 E. Morehead St.	Guy Gosnell 331-6000
6	Tuesday October 14	Jail Tour 2:00 p.m.	Spector Dr.	Deputy Dempski 336-8187
7	Tuesday October 28	Sports/Entertainment Law	Civil Courts Bldg.	Lauri Wilks 455-3299
8	Tuesday November 18	Civil Rights	Ferguson, Stein, Wallace, et al. 741 Kenilworth Ave., Park Plaza Bldg. Top Floor	Anita Hodgkiss 375-8461
9	Tuesday November 25	Juvenile Law	Children's Law Center 404 East Trade Street	Phil Redmond 331-9474
10	Tuesday December 2	In-House Counsel	Civil Courts Bldg.	Sally and Joe Helweg 382-8136
11	Tuesday December 9	Private Investigation	Johnston, Allison & Hord 610 E. Morehead St.	Allen Cowan 792-1199
12	Tuesday December 16	Criminal Law Prosecution	Civil Courts Bldg.	David Keesler 338-3126
13	Tuesday January 6, 1998	Domestic Law	Civil Courts Bldg.	Kristin Smith 372-6373
14	Tuesday January 13, 1998	Role of Judiciary	Civil Courts Bldg.	Judge Yvonne Evans 347-7801
15	Tuesday January 20, 1998	Conclusion & Reports	Johnston, Allison & Hord 610 E. Morehead St.	Gary Welch 332-1181

ACADEMIC INTERNSHIP
FALL 1997

Twenty-Sixth Judicial District
Young Lawyers Section
High School Orientation Program

All meetings will be held from 3:30 pm to 5:30 pm

Clerk of Court: **347-7809(Criminal)**
347-7814 (Civil)

Topic and Session	Attorney(s)
Orientation and Introduction	Gary Welch Johnston, Taylor, Allison & Hord P.O. Box 36469 Charlotte, NC 28236 332-1181
Products Liability Litigation	Doug Banks Cozen & O'Conner 301 South College St., Suite 2100 Charlotte, NC 28202 376-3400
Corporate/International Law	John Gathings Moore & Van Allen NationsBank Corporate Center 100 North Tryon Street, Floor 47 Charlotte, NC 28202-4003 331-1000
Law Clerk	Amy Johnson Robinson, Bradshaw & Hinson 1900 Independence Center 101 N. Tryon Street Charlotte, NC 28246 377-8321
Paralegal	Janice Linker Johnston, Taylor, Allison & Hord 610 E. Morehead Street Charlotte, NC 28202 332-1181
Patent, Trademarks & Copyright	Guy Gosnell Bell, Setzer, Park & Gibson 1211. Morehead Street Charlotte, NC 28202 331-6000
Jail Tour	Deputy Demski Spector Drive 336-8187
Sports/Entertainment Law	Lauri Wilks Corpoate Counsel for Charlotte Motor Speedway 455-3299
Civil Rights	Anita Hodgkiss Ferguson, Stein, Wallace, et al. 741 Kenilworth Avenue, Park Bldg., Top Floor Charlotte, NC 28204 375-8461

Topic and Session	Attorney(s)
Juvenile Law	Phil Redmond Children's Law Center 404 East Trade Street Charlotte, NC 28202 331-9474
In-House Counsel	Sally Helweg Duke Power Company 382-8136
Private Investigation	Allen Cowan 4282 Glen Eagles Lane Harrisburg, NC 28075 792-1199
Criminal Law Prosecution	David Keesler U.S. Attorney's Office 227 West Trade Street, Suite 1700 Charlotte, NC 28202 344-6222
Domestic Law	Kristin Smith Dozier, Miller, Pollard & Murphy 701 East Trade Street, Suite 2, Equity Bldg. Charlotte, NC 28202 372-6373
Role of Judiciary	Judge Yvonne Evans Civil Courts Bldg. 700 East Fourth Street Charlotte, NC 28202 347-7801
Conclusion & Reports	Gary J. Welch Johnston, Taylor, Allison & Hord 610 E. Morehead Street Charlotte, NC 28202 332-1181

ATTENTION!!!

BUSINESS AND INDUSTRY

Mecklenburg and Surrounding Counties

WHAT: ***Charlotte National College Fair and Career Expo '98***....a Sunday afternoon of exhibitors and workshops focused on educating middle and high school students about careers in the workplace and post-secondary education opportunities.

THEME: ***"Making Connections"***

WHEN: Sunday, March 29, 1998
12:00 noon - 4:00 p.m.

WHERE: Charlotte Merchandise Mart

WHO: All Middle and High School Students, Parents, and Educators
(Over 6,000 students and parents expected)

SPONSORS: Charlotte-Mecklenburg Schools, National Association for College Admissions Counseling (NACAC), Charlotte-Chamber, Employers Association and The Employment Management Association and The Charlotte-Mecklenburg School-To-Career Partnership.

Why should your company participate:

- Market career options available with your organization
- Educate the workforce of the future
- Demonstrate skills and knowledge needed for the workplace
- Identify candidates for potential employment
- Show your support for a strong partnership between business and education

WE URGE YOUR COMPANY TO PARTICIPATE AND SPONSOR A BOOTH!

How do I get involved? Complete the attached registration form and return with check or money order made payable to ***WorldTravel Partners*** to Jim Rayburn at WorldTravel Partners, 6101 Carnegie Boulevard., Suite 150, Charlotte, NC 28209, phone (704) 554-2053.

Registration Deadline FEBRUARY 28, 1998

MAKING CONNECTIONS.....
...between
education and careers
skills and advancement
knowledge and performance
attitude and quality

APPLICATION FOR ACADEMIC INTERNSHIP

NAME_____ DATE_____

ADDRESS_____ ZIP CODE_____

PARENTS NAME_____ PHONE NO._____

HIGH SCHOOL_____ GRADE LEVEL_____

ADVISOR OR HOMEROOM_____ STUDENT NUMBER_____

TYPE OF INTERNSHIP DESIRED_____

DO YOU HAVE APPROXIMATELY SIX HOURS PER WEEK AFTER SCHOOL TO SPEND ON THIS INTERNSHIP FOR, AT LEAST, A SEVEN WEEK PERIOD? _____

NAME OR ORGANIZATION YOU WISH TO WORK WITH (IF KNOWN)_____

_____

GIVE REASONS FOR HAVING INTERNSHIP_____

_____

WHAT PAST EXPERIENCE AND/OR COURSES HAVE YOU HAD THAT WOULD BE HELPFUL TO YOU IN THIS KIND OF INTERNSHIP?_____

EVALUATE YOUR SCHOOL ATTENDANCE: (Circle One) EXCELLENT - GOOD - FAIR - POOR.

EVALUATE YOUR ACADEMIC PERFORMANCE: (Circle One) EXCELLENT - GOOD - FAIR - POOR.

I CAN PROVIDE TRANSPORTATION FOR THIS INTERNSHIP: (Circle One) ACCESS TO CAR - BUS - OTHER (Specify) _____

SIGNATURE OF THE TEACHER SPONSOR FOR THIS INTERNSHIP_____

PLEASE INDICATE BELOW THE INTERNSHIP SCHEDULE YOU WISH TO FOLLOW. (THIS MAY HAVE TO BE REVISED IN ORDER TO ACCOMMODATE THE COMMUNITY SPONSOR'S SCHEDULE).

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PARENTAL PERMISSION

I GIVE MY PERMISSION TO MY SON/DAUGHTER/WARD TO PARTICIPATE IN THE ACADEMIC INTERNSHIP PROGRAM. I WILL GIVE HIM/HER ENCOURAGEMENT AND REINFORCEMENT IN THIS EDUCATIONAL EXPERIENCE, AND WILL ASSIST HIM/HER IN PROVIDING TRANSPORTATION.

PARENT/GUARDIAN_____ DATE_____

NOTE: PLEASE LIST YOUR CURRENT SCHEDULE ON THE BACK OF THIS FORM. WE NEED THIS INFORMATION IN ORDER THAT YOU MAY BE CONTACTED ABOUT INTERNSHIP ARRANGEMENTS. LET THE INTERNSHIP OFFICE KNOW IF YOU MAKE CHANGES IN YOUR SCHEDULE.

CURRENT SCHEDULE

PERIOD	SUBJECT	TEACHER	ROOM

Academic Internship Program
Workforce Development Education
Charlotte-Mecklenburg Schools
700 E. Stonewall Street, Suite 402
Charlotte, North Carolina 28202
Telephone (704) 343-6200
Fax (704) 343-6202

Eric J. Smith, Ed.D.
Superintendent

Dear Parent:

Your son/daughter has recently been placed on an internship through the Academic Internship Program. Based on the philosophy that young people have the right today to explore the work they may do tomorrow, the AIP provides opportunities for students in areas of academic, service, or career interests prior to college or other training.

Every intern is supported by a teacher sponsor at their school, a community sponsor, and the internship coordinator. To insure a successful experience, parental support is vital. Please read the enclosed commitment sheet to become familiar with the AIP expectations.

I appreciate your encouraging your son/daughter in this opportunity to use the city as a classroom without walls offering unlimited curriculum and resources. If you have questions concerning the program, I can be reached at 343-6200 during the week from 8:00-5:00.

Sincerely,

Joyce McSpadden

Joyce McSpadden
Internship Coordinator

Enclosure

lsprltr.doc

6176.9
9/97

West Charlotte High School
School

Joyce McFadden
Intern Coordinator

2·5·98
Date

343-6200

Academic Internship Student Commitment

This commitment should be signed by the student intern at the time of the interview with the community sponsor and copies given to the intern coordinator, community sponsor, and student intern.

I, _____ agree to abide by the following conditions. _____
name of intern student #

Address: _____ Telephone _____
city, state, and zip code

1. To undertake activities that provide a comprehensive view of the organization and that focus on the roles, responsibilities, and functions of my community sponsor(s).
2. To consult with my teacher sponsor regularly regarding my internship experiences. (The teacher sponsor gives the final grade).
3. To be regular in attendance and on time in my assigned internship.
4. To notify my sponsor on days that I will be absent.
5. To notify my intern coordinator should accident or illness cause me to be absent from my internship more than three times.
6. To notify my intern coordinator should any problems or concerns arise regarding my internship.
7. To conform to the regulations of the organization in which I am working (dress, conduct, etc.).
8. To understand that dropping this internship after starting will result in my receiving a failing grade.
9. To understand that internships are set up for a minimum of 45 hours. Permission of the intern coordinator and the community sponsor are required to extend an internship.
10. To inform parent(s) of internship placement and experiences.
11. To complete the required journal and turn it in to my intern coordinator at the halfway point and the conclusion. A project must be completed in order to be eligible for the grade of "A".
12. To abide by any regulations, practices, and procedures of the Academic Internship Program of Charlotte-Mecklenburg Schools, not specifically stated above, as outlined by the intern coordinator.

Beginning Date: 2·10·98 Internship Days: Tuesday, Thursday

Hours Scheduled: 3 - 5:30

Name of Teacher Sponsor Mr. Clair

Name of Community Sponsor Thomas L. Balke / Charles Todd

Name of Business or Organization Little Associates

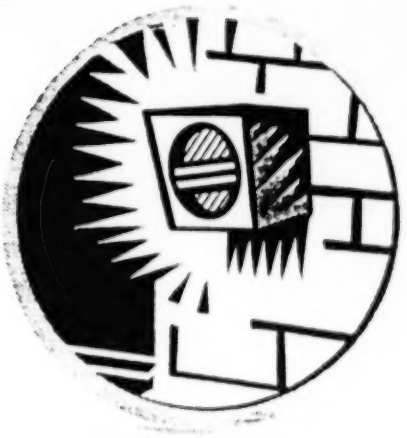
Address:

Zip Code

Telephone: (704) 561-3414

Content Area of Internship: Architecture

ABCs Legislation Highlights



In 1995, the General Assembly directed the State Board of Education to develop a way to restructure public education so that it

- upheld high educational standards,
- provided maximum local flexibility,
- focused instruction on the basics, and,
- included a strong accountability program.

The State Board developed The New ABCs of Public Education and piloted it in 10 school systems during the 1995-96 school year. In 1996, the General Assembly approved the State Board's plan and put it into law as the School-Based Management and Accountability Program (the ABCs Plan). The law mandates key provisions related to the ABCs and also includes other provisions related to character education and reading instruction.

Highlights of the ABCs legislation are outlined below.

Guidelines and Participation

- The State Board of Education is required to adopt guidelines to assist local boards of education in developing and implementing this program, to recognize schools that meet or exceed their goals, to identify low-performing schools, to establish assistance teams and to establish a process to resolve disputes between local boards and schools in the development and implementation of school improvement plans.
- All schools are required to participate in the ABCs through School-Based Management and Accountability.
- School improvement plans can be in effect for no more than three years, but amendments are allowed as often as needed or appropriate.
- Seventy-five percent of staff development funds must be allotted to schools.

Local Flexibility

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- Schools have maximum flexibility in the use of funds and for waivers of state laws, rules or policies.

The ABCs Plus:

North Carolina's Strategic Plan for Excellent Schools

Phillip J. Kirk, Jr.
Chairman, State Board of Education

Mission: *North Carolina's public schools will create a system that will be customer-driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement*

Michael E. Ward
State Superintendent of Public Instruction

North Carolina's strategic plan for excellent schools is centered around the ABCs of Public Education. This education reform initiative is based on school accountability; an emphasis on the basics of reading, writing and math; and maximum local control. Through the ABCs Plus, the State Board of Education and the NC Department of Public Instruction are organizing their work around the priorities listed here. The priorities are issues that North Carolina citizens and business leaders have identified as important.

For more information, contact Communications Services, 919•715•1246

APPENDIX X

North Carolina Sta

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Contact: Jonathan Scott
or Caroline Hoke
(704)375-0123

Charlotte-Mecklenburg
School-to-Career
Fact Sheet

OVERVIEW: School-to-Career, through a community partnership of Charlotte-Mecklenburg families, business and education, links a student's classroom learning with direct experience in career areas of interest, provides guidance and opportunity and helps prepare them for lifelong learning and career success.

WHO IT'S FOR: School-to-Career is for all students, whether they're headed straight to a career or to further their education.

WHY IT'S NEEDED: American companies are spending approximately $30 billion annually in employee training to address the lack of basic skills including problem solving, critical reasoning and ability to work with teams. School-to-Career helps by preparing all students for the increasing demands of modern careers, no matter when they enter the workplace. School-to-Career exposes students to different career options to show them the opportunities that lie ahead.

HOW IT WORKS: Real world experience is combined with classroom learning to help make learning relevant to students. Families, teachers and school counselors help students in their career quests, encouraging them to investigate a variety of possibilities that accentuate their natural talents, keeping as many career options open as possible.

STUDENT OPPORTUNITIES: Through college and career fairs, guest speakers and field trips, students learn firsthand about different opportunities. They can also learn what skills and knowledge their career interests require through mentoring, job shadowing, internships, guest speakers and apprenticeships.

REACHING BEYOND THE BOOKS

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A COMMUNITY PARTNERSHIP OF CHARLOTTE-MECKLENBURG FAMILIES, BUSINESS AND EDUCATION
700 East Stonewall Street | Suite 400 | Charlotte, NC 28202 (Tel) 704 343 6200

(Label)

EAST MECKLENBURG HIGH SCHOOL
REGISTRATION 1998 – 1999
FRESHMAN YEAR

Academic Program Options	
Anticipated Career	_____
College Prep	_____
College Tech Prep	_____
Bus Admin & Mgmt	_____
Health, Hum, Pub Serv	_____
Engin/Adv Tech	_____

NAME: _____ **ID NUMBER:** _____

ADDRESS: _____ _____
Street City/Zip

You must select enough courses to fill seven periods. Put X beside the selected classes and list alternates below.

ENGLISH (one required)
___ 1009 English I
___ 1013 English I Adv
___ 1014 English I AG
___ 1210 PIB English I
Recommendation: # _____ _____

MATHEMATICS (one required)
___ 2060 Pre-Algebra
___ 2100 Algebra I
___ 2105 Algebra I-A
___ 2106 Algebra I-B
___ 2200 Geometry
___ 2017 Geometry AG/Adv
___ 2310 PIB Geometry
___ 2413 Algebra II Adv
___ 2424 Algebra II/Trig AG
___ 2313 PIB Algebra II/Trig
___ 2043 Technical Math I
___ _____ _____(other)
Recommendation: # _____ _____

SCIENCE (one required)
___ 3007 Physical Science
___ 3020 Physical Science Adv
___ 3008 Physical Science AG
___ 3115 Biology I AG
___ 3916 PIB Biology I
___ _____ _____(other)
Recommendation: # _____ _____

SOCIAL STUDIES (one required)
___ 4017 Econ, Legal, Political Systems
___ 4007 Econ, Legal, Political Sys Adv
___ 4028 Econ, Legal, Political Sys AG
___ 4120 PIB Econ, Legal, Political Sys
___ _____ _____(other)
Recommendation: # _____ _____

HEALTH, PE, FRESHMAN FOCUS (both required)
___ 8963 Health/PE 9 (sem)
___ 1695 Freshman Focus (sem)
___ _____ _____(other)

FOREIGN LANGUAGES (elective)
___ 5110 French I
___ 5120 French II
___ 5123 PIB French II
___ 5210 Spanish I
___ 5212/5222 PIB Spanish I&II (two per)
___ 5220 Spanish II
___ 5223 PIB Spanish II
___ 5310 German I
___ 5320 German II
___ 5910 Latin I
___ 5920 Latin II
___ _____ _____(other)
Recommendation: # _____ _____

FINE ARTS (elective)
___ 1070 Theatre I (year)
___ 1081 Theatre I (sem)
___ 8409 Chorus I (sem)
___ 8401 Women's Ensemble I
___ 8402 Men's Ensemble I
___ 8440 Art I (sem)
___ 8441 Art I (year)
___ 8641 PIB Art I
___ 8457 Crafts (sem)
___ 8422 Concert Band I
___ 8421 Orchestra I
___ _____ _____(other)

JUNIOR AIR FORCE ROTC (elective)
___ 9021 Aerospace Science I

BUSINESS ADMIN/MGMT CLUSTER (elective)
___ 6119 Keyboarding – H.S.
___ 6712 Computer Applications I
___ _____ _____(other)

HEALTH, HUMAN, PUBLIC SERVICES (elective)
___ 7930 Health Team Relations
___ 7317 Biomedical Technology
___ 7131 Parenting and Child Development
___ 7139 Interior Design and Housing
___ 7148 Clothing Design
___ 7159 Foods and Nutrition
___ _____ _____(other)

MISCELLANEOUS (elective)
___ 4212 Bible I
___ 4110 Current Affairs (year)
___ 4109 Current Affairs (sem)
___ 4141 PIB Inquiry Skills (sem)
___ 1120 Debate I (sem)
___ _____ _____(other)

EXCEPTIONAL CHILDREN
___ 1609 ECS English I
___ 1615 ECS Communication Skills
___ 2901 ECS Pre-Algebra
___ 2904 ECS Algebra I-A
___ 2905 ECS Algebra I-B
___ 2909 ECS Algebra I
___ 3809 ECS Physical Science
___ 3811 ECS Earth Science
___ 3819 ECS Biology
___ 3821 ECS Science by Investigation
___ 4909 ECS Econ, Legal, Political Sys
___ 4919 ECS U.S. History
___ 4920 ECS World History
___ 4921 ECS Applied Economics
___ 8886 ECS Adaptive Health/PE
___ 9355 EC Study Skills (year)
___ 9344 EC Study Skills (sem)
___ 9358 EC Support Lab
___ _____ _____(other)
___ _____ _____(other)

ALTERNATES

Year

Course #	Course Name

Semester

Course #	Course Name

MESSAGES:

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Student Signature _____ Home Phone # _____

Parent Signature _____ Work Phone # _____

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COMMUNITY
YouthRoles
NATIONAL HELPERS NETWORK, INC.

Exploring Connections Between Service and Work

Vol. 3 No. 1 Winter 1996-97

Inside:

In many middle schools and high schools throughout the country, the line between service learning and school-to-work programs is beginning to blur, as educators who recognize the natural connections between both efforts seek to make the most of shrinking resources. As a result, many schools have created hybrid programs that combine the best of both worlds to meet both career education and service learning goals for their students.

In the Mott Hall School in New York City's Harlem community, educators have developed just such a program, integrating the key elements of both service learning and career education to offer their students an intensive career development experience. A public school for gifted and talented students from the 4th to the 8th grade, Mott Hall engages all 8th graders in service activities at more than 25 sites throughout New York City, including day care centers, elementary schools, nursing homes, health centers and non-profit agencies. Students in the program learn the value of helping others and reaching out to the community, but also learn practical job *continued on page 6*

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continued from page 1

skills, work values and career options through classroom discussion, workshops, reflection and on-the-job experience.

"We want our students to be more aware of themselves, the world of work and the community around them," says program coordinator and teacher Eileen Simon. "By combining service learning and career education, we felt we could give students a more integrated and realistic experience."

This unique service learning program began in 1990 when Myrna Schiffman, a Health and Home Economics teacher at the time, started a service program in which students could volunteer to work in community agencies after school. The program was overwhelmingly popular; Approximately 75 out of 100 eighth graders signed up to participate. The success of Ms. Schiffman's community service program coupled with her long-held belief that schools should be playing a greater role in preparing students for work prompted her to combine the service activities her students were performing with a career education curriculum. The result is an intensive two-year career development program for all 7th and 8th graders at Mott Hall — one that combines classroom learning with real-world field experiences and fully integrates both into the school day.

" Class instruction is important, but when it comes to career education experience is key. "

Eileen Simon, Mott Hall School

In the 7th grade, all Mott Hall students take a full-year career development class. They explore various careers, learn how to find and apply for jobs, and discuss what skills are necessary to stay on the job once they get one. They write and design their own resumes, fill out job applications and social security forms, and take part in mock job interviews. They even learn subtleties like the art of a good handshake, maintaining eye contact and dressing for success.

While much of the course covers practical career development issues, Ms. Simon says that a fair amount of the discussion and activity centers around helping students develop a sense of their own values and a greater understanding of themselves. "When you learn about yourself, you have a better chance of finding the kind of job that suits your needs and your personality," explains Ms. Simon, who assumed leadership of the program when Ms. Schiffman left Mott Hall.

To reinforce what they are learning in career development, 7th graders perform service on the school grounds, getting a first taste of what it's really like to take responsibility for a job and see it through to completion. They keep the school clean, assist teachers with administrative duties, perform clerical duties in the school office, and run errands within the school. "Classroom instruction is important, but when it comes to career education experience is key," says Ms. Simon. "If students can really sink their teeth into something, it is really so much more interesting to them. Then the personal experience becomes real knowledge."

Once these students enter the 8th grade, they are ready for the full career development program. The year begins with a series of workshops on job skills, workplace behavior, and working with special populations such as young children, the disabled or the elderly. Many of the workshops are conducted by site personnel themselves, giving students insights into the specific skills that are needed in each of the available fields. Meanwhile, students are given a list of the participating agencies, the positions that are available, and the qualifications for each. Students are then asked to pick their preferred assignments, listing their top three choices. Once they are accepted for their individual assignments they receive further training in their specific jobs.

Throughout the school year, students visit their service sites once a week for two hours, during the school day. Students help tutor elementary school children in reading and other basic skills. They supervise play and arts activities at day care centers and assist disabled children with reading, vocabulary or art activities. Some students work in the offices of local non-profit organizations or local government officials, answering phones, filing, working on computers, or performing other clerical duties. For all of these students, their service assignments represent their first

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real work experience and the first time they have ever been in a position of such responsibility.

In ongoing reflection sessions throughout the year, students continue to delve into issues they may confront in their service sites, such as communication problems, conflict resolution, constructive criticism, and the importance of gaining new skills. Students also keep a journal throughout the year. And while much of the emphasis is on work and careers, the program's goal of promoting a life-long appreciation for community service is not lost on students. All of the classes and reflection sessions stress the benefit of their work to the individual people they help and to the wider community. And the students themselves seem to respond to the emotional connections they form with the people at their sites. "The students really love this program," says Ms. Simon. "When the Helpers come into a preschool classroom and their little students come running to them all excited to see them, they are so satisfied. They know they are important to these little children and that's really wonderful to see."

At the end of the year, the students hold a luncheon and awards ceremony, honoring their site supervisors. Each student writes a sentence that captures their service experience and decorates it on a certificate of appreciation, which they frame and present to their supervisors. The event reinforces the fact that the placement site can "make or break" the service experience, as site supervisors are largely responsible for ensuring that students are engaged in meaningful service.

Ms. Simon believes that the active involvement of site supervisors is helpful for students because it gives them the chance to be with adults who are working and can serve as role models for good work values and practices. "I like my students to see what's involved in working, to gain an appreciation for what it means to work hard and to accomplish something," says Ms. Simon. "One of the most powerful ways to do that is to have them work alongside an adult who is willing to take an interest in guiding them." To that end, the school is considering a change in the program for next year. If the change is approved, 7th graders would take over the 8th grade service jobs and 8th graders would be matched with mentors in businesses and institutions throughout the city. Students would visit their mentors at their workplaces and learn about their businesses and explore the connections that exist between the work world and school.

When she looks ahead for her students, Ms. Simon believes that the service learning program at Mott Hall will prepare them "to develop real skills that will prepare them to compete in the workplace of the future."

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National Helpers Network, Inc.

What is the National Helpers Network?

Since 1982, the National Helpers Network has worked to engage young people in service activities in their communities, giving them the chance to develop and apply new skills, try out adult roles and reflect on their experiences in order to learn from them. The Network provides a variety of supports to schools, youth programs, and community organizations interested in creating quality service learning programs, including program models, training and assistance, publications, research and curriculum resources.

Cited by the Carnegie Council on Adolescent Development in its landmark studies "Turning Points" (1989) and "Great Transitions" (1995) for its model of youth development, the Network is a national leader in the service learning movement, supporting **6,000 adolescents** in **50 Helper Programs** around the country.

Who are Helpers?

Helpers are young people who use their knowledge, skills, energy and idealism to make their schools and neighborhoods better places to live. Helpers tutor elementary school students, work in preschool and Head Start classrooms reading to children and leading play activities, visit elderly "partners" in nursing homes, clean and beautify parks and other public places and develop creative solutions to community problems.

How the Network Operates

Network staff provide expert training, assistance and on-site guidance to schools and youth serving agencies around the country. First, prospective program leaders attend a faculty workshop to help them determine if their institution is ready to support a service program. Then, using curricula developed by the Network, practitioners establish their overarching goal, which is the *raison d'être* for their service program and approach. Staff then work with a team at the school or agency, demonstrating classroom techniques, modeling reflection seminars and consulting with program leaders.

What are the Network's Models?

♦ ***Learning Helpers:*** Helpers work with youngsters in elementary schools or after school settings, supervising play periods, working on arts and crafts, reading aloud and providing homework help. Students from A. MacArthur Barr Middle School in Nanuet, New York serve as teachers' assistants at a local child care center, supervising children's play and assisting with lunch.

♦ ***Partners Program:*** An intergenerational program, *Partners* is designed to reduce the isolation of elders and adolescents and to break down their stereotypes and fears based on age and culture. For example, students from South Bend, Indiana's middle schools partner with seniors from Holy Cross Health Service's long-term care facilities.

♦ ***EnviroHelpers:*** Helpers translate environmental concerns into concrete community action by learning what it takes to maintain a life-sustaining environment and the powerful effect that working together can have. For example, students at PS 272 in Brooklyn work in partnership with Brooklyn Botanical Gardens and Green Thumb to beautify their school grounds and other community sites.

♦ ***Community Problem Solvers:*** Helpers undertake a community study, select a problem

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they wish to address and, with adult supervision, design and implement a response. For example, teens at the Girls, Inc. in Lynn, Massachusetts pitched in to clean up a neighborhood park, removing litter and painting over graffiti.

♦ ***Common Ground/Common Purpose:*** The newest Helper model, this program is based upon our belief that the most effective way to overcome prejudice and racism is to foster open communications and understanding. An adaptation of our *Community Problem Solvers* approach, it brings diverse groups of young people together to work toward a common goal. Thurgood Marshall Middle School in Chicago linked with rural North Middle School in Mt. Carmel, Illinois to offer a chance for students from different socioeconomic and ethnic groups to work together to address drug abuse in their respective schools.

♦ ***Student Evaluators:*** Empowering students is the centerpiece of this model, through which students, with the help of a Network-trained facilitator, develop a research design, collect data, tabulate results and offer recommendations for the future of a project in which youth are engaged. For example, students from Junior High School 185 in Queens now evaluate their own peer tutoring service learning programs. Their recommendations, including the need for more trainings before they begin tutorial sessions, have been incorporated into the permanent program design.

Publications

The Network is a national leader in innovative service learning materials:

- *Community Youth Roles*, our national newsletter with a readership of more than 6,000
- *Community Reflections*, a newsletter for Helper Program Leaders
- 12 field-tested curriculum guides for implementation and reflection
- ***New in '98:***

  Reflection: The Key to Service Learning 2nd edition presents the rationale for the necessity of reflection in service learning and provides a host of activities to make reflection fresh and inviting for students.

  EnviroHelpers which offers opportunities for adolescents to address environmental issue in their communities within the context of a quality service learning framework.

Contributors

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